



Padstow Pre-School

Inspection report for early years provision

Unique Reference Number	102837
Inspection date	18 January 2007
Inspector	Linda Janet Chauveau
Setting Address	School Grounds, Grenville Road, Padstow, Cornwall, PL28 8EX
Telephone number	01841 533244
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Registered person	Padstow Pre-School
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Padstow Pre-School and Bees Knees After School Club is managed by a voluntary management committee, made up of parents of children at the pre-school and after school club and members of the local community, the group is a registered charity. It has operated for the past 40 years and currently runs from purpose built premises in the grounds of Padstow Primary School. It is situated in the coastal town of Padstow, Cornwall. A maximum of 30 children may attend the pre-school and out of school club at any one time. The pre-school is open each weekday, from 09:15 until 15:00, during term times only. The out of school club is open from 07:30 until 09:15 and 15:00 until 17:45 during term times and from 07:30 until 17:45 during school holidays. All children share access to a secure enclosed play area.

There are currently 35 children, from two to four years, on roll. Of these, 28 children receive funding for nursery education. Children come from the local area.

The group employs eight staff. Over half the staff hold appropriate early years qualifications and three are working towards a higher level of qualification, one member of staff is working towards a foundation degree. The setting receives support from an advisory teacher from the local authority and the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from being cared for by staff who have a sound understanding of the pre-school's health and hygiene policies. They are kept safe from infection as staff regularly clean tables and surfaces during the session. Children learn the importance of sensible personal hygiene through daily routines, such as washing hands after using the toilet and before lunch and snack times. Children's health is safeguarded as staff hold current first aid certificates, complete required accident and medication records and take note of children's individual health and dietary requirements. Staff ensure that children receive sufficient drinks during the day, with water readily available. A snack of fresh fruit and toast is provided each day. Snack times allow children to develop personal skills through the serving of their food and drink. Parents provide a packed lunch for their children that can be stored appropriately on site; however, the setting does not offer parents guidance as to suitable contents for children's lunches in order to promote healthy eating.

Children have regular opportunities to learn about keeping healthy by enjoying exercise and time spent in the fresh air. A range of physical activities is timetabled in the daily planning, this includes; circle and parachute games, the use of bats, balls and hoops, large climbing apparatus, ride on toys, exercise and music and movement sessions. These activities enable children to develop large muscles and gain spatial awareness. In addition, staff have undertaken forest school training and, weather permitting, take children to local woods each week to experience an outdoor learning environment. The play leader plans a different activity each week, for example, a treasure hunt, making a rope swing and following and counting footsteps in the forest as a maths activity. Children are learning to use a variety of tools, such as scissors, cutters and rollers to develop small muscle control and hand to eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a safe and secure environment, which has been purpose built to meet their needs. Staff have organised the rooms used by children to enable them to move around freely but children are potentially at risk from some resources and unused equipment stored around the edges of the playroom. All areas of the pre-school are clean and well maintained. Children play with a wide variety of well-presented toys and resources at tabletop and on floor level. Children are able to access toys from clearly labelled storage units around the room. Children develop an awareness of personal safety as staff remind them to walk and not run around the room and as they learn to carefully carry chairs when tidying up after their snack.

Children benefit from a comprehensive range of procedures followed by staff to promote their safety. For example, the external door is secure, and staff carefully monitor all visitors to the group. Staff are responsible for ensuring that premises and resources are checked for safety and suitability and, as a result, risks to children are minimised. If children are taken off site, thorough risk assessments are carried out by the play leader ensures their safety. Staff have an adequate understanding of signs of abuse and know who to approach if they have concerns about a child. A child protection procedure and incident record keeping systems are in place which are designed to keep children safe from harm. Staff have access to recent guidance on child protection. However, children are not fully protected as the procedures have not been updated to refer to national guidance on child protection or procedures from the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the pre-school. Younger children are well supported and take part in activities and daily routines planned to relate to the early years guidance, the Birth to three matters framework. Children receiving funded nursery education have opportunities to achieve and make steady progress due to the staff's use of the Foundation Stage curriculum to plan an environment for care and learning. However, the rooms used by the pre-school are not always organised effectively in order to sustain children's interest and learning. This is most noticeable during snack time when children have to sit and wait for long periods of time resulting in them becoming bored and restless. Older children looked after out of school hours enjoy access to a range of age appropriate resources and participate in trips off site. They can relax, socialise with each other or complete homework projects.

Nursery Education.

The quality of children's teaching and learning is satisfactory. The play leader and her staff have a sound knowledge of the Foundation Stage and provide a range of activities and experiences to cover all areas of children's learning. Planning is clear and links to the stepping stones towards the early learning goals. Children receive support from a key member of staff, who observes and assesses their progress. Developmental records are used to record progress and plan the next steps in children's learning; however these plans are not used effectively to provide sufficient challenge for older or more able children.

Children are well behaved; they follow simple instructions and are learning the pre-school routines. They are becoming independent in self care skills, helping to tidy up by carrying their own chairs to stack after snack and by learning to use the toilet. Some children are keen to help out by sweeping up spilt sand but are not given the opportunity to do the task, staff saying that they will do the job themselves. Children learn appropriate codes of conduct, for example, sharing and taking turns, a child explains that another can "go after me" when playing with a programmable toy. Children participate in group activities for example, at registration, story and snack times, and although these sessions are sometimes too long for the ages of children attending, children manage reasonably well to sit, listen and concentrate.

Children are starting to speak up with confidence, for example, whilst discussing the weather at registration time. They enjoy listening to stories in large groups and show familiarity with some stories and rhymes such as "Wheels on the bus". Some children have poor speech and key staff have highlighted this as an area to develop. Staff engage children in conversations to reflect and make links with home life. Children are able to recognise their own name when selecting cards at snack time. Staff do not regularly introduce the initial sounds of letters during everyday routines. Phonic development has been identified as an extension activity for more able children; however this was not sufficiently detailed in planning or implemented during sessions. Some older children attempt to form the letters that make up their own name. Children have opportunities to develop mark making skills in the role play area and develop hand to eye co ordination using a variety of tools such as dough cutters, scissors and spreaders.

Children are being introduced to the concept of number through group activities, such as searching in wet sand for numerals. They enjoy number rhymes such as "Five Currant Buns". Staff count with children, asking what number comes next when talking about the date. However, mathematical awareness is not reinforced by staff during snack time and everyday routines. Children are developing an awareness of shape as they discuss with staff whilst making collage pictures and patterns with potato prints. Daily routines develop children's awareness of time and place as they discuss the date and the weather. Children develop an interest in technology using props in the role-play area, operating remote control toys and use the computer to complete simple programs. They construct and modify their own designs using construction sets and recycled materials. Children investigate change while making volcanoes, growing bulbs and watching baby chicks develop. They begin to appreciate their own culture and the cultural traditions of others through planned activities. Children develop their imaginations, using a range of props in the role-play area and by using small world toys, to act out imagined scenarios. They use a variety of media, such as dough, wet sand and paint to explore colour and textures. They enjoy singing nursery rhymes, making up songs and using musical instruments to accompany their singing.

Helping children make a positive contribution

The provision is good.

Children have good relationships with staff and each other. The use of effective settling in procedures by staff and their sound awareness of children and their families, ensures that children receive appropriate care at the group. Children's behaviour is good; staff manage children effectively, encouraging them to follow simple instructions, for example when tidying up mid-morning. Staff reward children with praise for their participation and help and, as a result, children develop confidence. Older children being looked after out of school hours are involved in decision making when planning activities.

Children have access to an adequate range of resources and planned activities to learn about their community and the wider world, for example the local "May Day" celebrations. However, there are few resources available to develop children's understanding and awareness of people with disabilities. Children with additional needs are fully supported within the group. Children with physical and developmental disabilities have access to a purpose built sensory room, designed to offer additional stimulation. Staff have good links with local agencies to ensure

that appropriate individual care is provided. The pre-school fosters children's spiritual, moral, social and cultural development.

The partnership with parents is satisfactory. Parents receive sufficient information about the pre-school's operation through a detailed prospectus, which includes information on the nursery education curriculum. However, there is little up to date information on policies and procedures, as these are not regularly reviewed by the registered body. Staff have friendly, informal relationships with parents, key workers provide verbal feedback on their child's progress. Parents' views are not sought on their child's abilities before receiving nursery education or on individual progress targets set for their children.

Organisation

The organisation is satisfactory.

Staff are employed and managed by a voluntary committee. Children currently benefit from care by an established, consistent staff team; however the systems used by the committee to appoint and check future staff and to ensure the continuing suitability of new and existing staff are not sufficiently robust. The operation and organisation of the pre-school is underpinned by a set of policies and procedures, written to demonstrate how National Standards will be met. Some of these procedures have not been updated to reflect recent changes to regulations and the registered body has not reviewed the policies since 2003. Records used to support children's safety and well-being are generally maintained to a good standard.

Children make sensible use of the resources presented to them to initiate their own play, be active or spend time quietly with a member of staff or each other. At present staff are not making the best use of all the space available to provide a stimulating care and learning environment for children. The recently built second play room is only used by children with adult support for short periods of time and not regularly throughout the day. The sensory room was not accessible to children at all during the inspection visits.

The leadership and management are satisfactory. The staff team meet regularly to review and monitor the quality of the care and education curriculum. The group receives little outside support to evaluate the nursery education programme. However, the staff team are experienced, committed, qualified and willing to attend professional development training. They have good links with local authority support staff to help include children with additional needs. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection in 2004 it was agreed to address three recommendations which related to snack time, hygiene and medication procedures and the key worker system. The group now has suitable consents in place from parents to give permission for staff to seek emergency medical advice and treatment. Children have opportunities during the daily routine to learn the importance of good hygiene by washing their hands after visiting the toilet and participating in messy play activities and before eating snacks and meals. All children are now allocated a key worker who collates developmental information about them and acts as a link to parents. Parents receive good information about the key worker system in the introductory

prospectus. Snack time is now organised so that children use the time to find and recognise their own name, pour their own drink and serve their own snack, staff use this time to engage children in conversation. However, a lot of time from a short session is spent over snack which could be used to better educational advantage in other ways.

At the last nursery education session in 2004 three recommendations were made, relating to curriculum planning for morning and afternoon sessions, the monitoring of the effectiveness of the sessions and the use of snack time. Staff now plan a curriculum which is presented to children in receipt of nursery education attending either a morning or afternoon session, staff also ensure that part-time attendees participate in all planned assessment activities. Satisfactory systems are now in place for in-house evaluation of the education programme through regular staff review meetings, however the group have had limited support from local authority staff. The snack time takes up a fifth of the funded education session and focuses on personal, social and emotional development. This is too long for younger children who tend to become bored and disruptive.

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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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 the child protection procedure; to follow guidance laid out in the government booklet, "What To Do If You're Worried A Child Is Being Abused- Summary", and show that procedures to report concerns follow Local Safeguarding Children Board procedures, including contact and telephone numbers for Ofsted, local police and social services
- ensure that all operational policies and procedures are reviewed on an annual basis and updated as necessary by the registered body, ensure that parents are made aware of content of relevant policies

- continue to develop the use of the extension room and sensory area during daily routines in order to enhance children's learning experiences and their care environment
- make sure that proper procedures are in place to appoint and vet staff and to ensure their continuing suitability.

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):

- ensure that there is sufficient challenge provided to extend the learning of older and more able children
- develop systems to record with parents what they feel their child knows and can do before receiving nursery education and systems to share individual progress records and attainment records with parents in order that they can contribute to their children's development.

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