

Mytchett Pre-School

Inspection report for early years provision

Unique Reference Number	120133
Inspection date	11 January 2007
Inspector	Julia Lynn Freemantle

Setting Address	The Mytchett Centre, 140 Mytchett Road, Mytchett, Camberley, Surrey, GU16 6AA
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Registered person	Linda West
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?

Mytchett Pre-school opened in 1987. It operates from a large room in the local community centre in Mytchett, Surrey. The group is able to access the large main community hall for physical play. The children use the community field behind the building and play equipment regularly. The pre-school serves the local area.

There are currently 34 children from two to five years on roll. This includes 20 funded three and four-year-olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions run from 09:15-12:00 Monday to Friday and from 12:30-15:00 Monday and Thursday.

Five full and part-time staff work with the children. Three staff have early years qualifications to NVQ Level 3. Four members of staff hold relevant first aid qualifications. The pre-school is in receipt of nursery education funding. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children keep their bodies healthy through physical activities provided by the staff. They benefit from physical play daily in the main playroom. For example, when using the slide and "moon walking" with their peers. Children regularly enjoy opportunities to use wheeled toys in the large hall and benefit from the fresh air and exercise when walking in the community field.

Children have drink and snack times during the sessions that include squash, biscuits and raisins, however they would benefit from an increased range of snacks and drinks that encourage choice and include more healthy options.

Children learn about the importance of personal hygiene as staff continually encourage them to be independent. For example, staff encourage children to wipe their noses and escort children to the toilet area to wash their hands before their snack and remind them to wash their hands after going to the toilet; they talk to the children about why this is important. Staff encourage the children to become toilet trained and work closely with their parents to ensure that they progress at their own pace.

Children benefit from the appropriate procedures staff follow when dealing with accidents and changing nappies to ensure that the spread of infection is minimised. For example, they regularly clean and disinfect the tables before children have their snack. Most staff have relevant first aid training and there is a suitable first aid kit available although, this is not always easily accessible.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe environment as staff remain vigilant at all times. Staff pay good attention to risks and hazards to ensure children's safety is promoted at all times. Children show a good understanding of safety issues. For example, they tell a member of staff they need to go to the toilet and wait at the door for a member of staff to escort them.

There is a good fire evacuation procedure; children and staff regularly practise what they would do in the event of a fire, however these dates are not recorded.

Children move safely, freely and confidently around the main play room as the room is organised well. Children make choices about their play. For example, they choose from a selection of activities set up for their arrival on the table tops and on the floor.

Children have access to a good range of age appropriate toys, resources and play equipment. Staff ensure that children have sufficient opportunities throughout the session and change some of the toys throughout the session to allow greater learning opportunities. For example, a member of staff supported and guided a small group of children while playing card and board games; she had a good selection to hand to allow her to maintain the children's interest. Children show their delight and joy when playing. They take turns, listen and respond to instructions and questions.

Staff have a good knowledge and understanding of safeguarding children and follow appropriate procedures to ensure that children are protected. Most staff have relevant training. Staff follow

an appropriate procedure when children arrive and leave the pre school. For example, a member of staff greets the children and parents at the door to the main playroom and records their attendance in the register. Visitors identity is checked and their arrival is recorded in the register. Children are only released to authorised known carers, unless the pre-school have detailed specific information and details from the known carer about appropriate alternative arrangements.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident in the pre-school environment; they enjoy what they do. They settle quickly on arrival; those who are unhappy to separate from their parent or carer are supported well by staff. For example, staff comfort and quickly encourage children to participate in an activity.

Children enjoy the company of their peers and are secure in their relationship with the staff, which enables them to have a sense of belonging and become independent. Children freely talk to the staff and their peers about their families, peers and pets. Children benefit from the relationship their parents have with the staff, information about the children is shared prior to the children starting the pre-school and daily through verbal exchanges at the beginning and end of the pre-school sessions. Children benefit from the successful key worker system that is in place to enable them to build secure relationships with the staff and develop a strong sense of trust.

Children develop confidence in communication skills as they are encouraged to speak out to answer questions and share their thoughts at group times. For example, when talking about the weather and who is at the pre-school today. Children are confident in making choices about their play and work well alone, in small and large groups. Children enjoy opportunities to express imagination and senses through a variety of activities. For example, when playing in the space rocket play tent, "moon walking" and during craft activities, when they feel the rice dropping through their fingers before they glue it onto the paper.

Children benefit from staff monitoring and recording. Staff keep a close eye on the children's progress through daily observations and plan for the children's next step of development, they share this information with their parents verbally.

Nursery Education

The quality and teaching is good. Children make progress as staff encourage children to lead their learning with a good balance of both adult and child initiated activities. Staff adapt activities to suit the needs of individual children. For example, they adapt their questions taking into account the children's age and stage of development. Children benefit from a consistent daily routine.

Children develop their personal, social and emotional development, they are confident and independent. Children have good self esteem as a result of the praise and encouragement they regularly receive from staff throughout the session. Most of the time children play happily together and behave very well. They are confident speakers and are happy to engage in conversation with any adult present. Children enjoy books in a large group at story time and independently when they visit the book area. For example, children are totally engrossed as they chat with their peers when they share books. However, on occasions preparation for home

time takes place during story-time and therefore children would benefit from staff reviewing the organisation of story-time to ensure that these sessions are fully valued and that children's enjoyment is not restricted. Children understand print carries meaning and enjoy opportunities for mark marking at set activities. Staff use opportunities as they arise to develop children's counting skills, as a result children are confident with numbers and can count up to 10, some can count up to 30. Children learn about shapes and colours through games and matching cards.

Children have opportunities to learn about outdoor life and the world around us through planned activities. For example, they talk about the trees and bugs when they walk in the community field. They visit the mobile library weekly and choose books for the pre-school, they also enjoy visits from the fire brigade, which encourages them to feel part of the local community. Children use the computer, however children would benefit from the pre-school providing more opportunities for children to use ICT and develop skills across the areas of learning. On occasions children watch appropriate television programmes to support their learning.

Children's individual needs are supported well, challenges are provided to help them achieve their individual potential through a variety of teaching methods. For example, staff work with children individually and in small groups. Children bring in objects to show at group time relating to the topic, children's contributions are valued.

Helping children make a positive contribution

The provision is good.

Children know what is expected of them due to the routine that is followed each session. They respond well to praise and encouragement which helps build their self esteem and encourages them to be independent.

All children are welcome into the pre-school. Children and their parents are valued by the staff. Parents feel happy with the relationship they have with the staff and praise the staff for the amount of information they receive about their child's progress. There are clear boundaries and pre-school rules; most of the time children are focused and engaged. Children benefit from the staff acting as positive role models. They are encouraged to show care to each other and know right from wrong. Children's social, moral, spiritual and cultural development is fostered. Children begin to learn about the world around them through the acknowledgement of festivals throughout the year and through nature walks in the community field. For example they watch the leaves on the trees as the seasons change and look closely at bugs on a "bug hunt".

Children who have English as an additional language and those with learning difficulties are supported well by staff both in a large group and on a one to one basis. Staff ensure that the children's needs are met by liaising closely with their parents before they start the pre-school and ongoing as the need arises. Staff are happy to talk to outside agencies that may be involved with their child.

The partnership with parent is good. Staff value the children and work together with the parents to ensure the needs of the children are met fully. Both children and parents benefit from settling in visits, if appropriate, prior to the children starting pre-school. Parents are welcomed into the pre-school daily and are given verbal feedback regularly. For example, key workers are always happy to talk about the children. Parents are informed about pre-school activities through a written newsletter and by a notice board to encourage them to talk to their children

about the things they are doing at pre-school. Parents feel well informed about their child and the pre-school and are happy with the care and education the pre-school provides.

Organisation

The organisation is good.

Most children settle quickly and are happy within the pre-school. Children's care and learning is encouraged by the effective deployment of staff and the leadership and management of the pre-school. Staff organise the room and activities appropriately allowing children to work alone, in small groups and larger groups with their peers. They ensure that there is a balance of opportunities for children to work with their peers and directly with a member of staff. However children would benefit from a review of snack times to enable them to be more involved and gain greater independence. Staff have a good understanding of the outcomes for children and the foundation stage.

The leadership and management is good. Appropriate vetting and recruitment systems ensure that staff have suitable qualifications, experience and skills to care for children. Staff receive ongoing support. For example, through regular discussions and staff meetings. Staff are encouraged to attend training whenever possible as the management places high importance on training to ensure that the children receive good quality nursery care and education.

A good range of detailed policies and procedures are available and are implemented effectively to promote the children's health, safety and welfare. However the complaints procedure requires review to ensure that it is in line with changes made in October 2005.

The provision meets the needs of the children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school were asked to develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development, develop staff's knowledge and understanding of child protection issues and procedures, devise a system for planning and implementing a suitable range of activities for children; which is appropriate for their stage of development and based on their individual needs, ensure all allergies and medical conditions are recorded accurately and all staff are made aware, ensure good hygiene practices are in place regarding hand washing and ensure the lost and uncollected child policy is reviewed and in line with current guidelines. Management and staff have addressed all of the recommendations to ensure that children remain safe, protected and receive appropriate care and education.

Complaints since the last inspection

Since 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):

- increase the range of snacks and drinks provided to give more choice of healthy options
- ensure that first aid box is easily accessible at all times
- ensure a record is kept of fire practice dates
- review snack times to enable children more involvement and independence
- update the complaints procedure in line with changes made in October 2005

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):

- review the organisation of story-time to ensure that these sessions are fully valued and that children's enjoyment is not restricted
- provide more opportunities for children to use ICT and develop skills across the areas 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