

King George V Pre-School

Inspection report for early years provision

Unique Reference Number	206134
Inspection date	08 February 2007
Inspector	Dianne Lynn Sadler
Setting Address	The Scout Headquarters, Brayfield Road, Littleover, Derby, DE23 6GT
Telephone number	07889 347855
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Registered person	King George V 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 inadequate - notice of action to improve. The registered person does not meet 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?

King George V Pre-School opened in 1987. It operates from The Scout Headquarters in Littleover, Derby. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each week day from 09:15 to 11:45 and 12:45 to 15:15 during term time and several sessions during the summer holidays. All children share access to a secure outdoor play area.

There are currently 70 children from two to five years on roll. Children come from the local area. The pre-school supports a number of children with disabilities and learning difficulties and also supports a number of children who speak English as an additional language.

The pre-school employs six members of staff and 10 volunteer staff. Of these, five 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 inadequate.

There is no record kept of medicines administered to children, which compromises their health and welfare. The staff member who gives the child the medication does not record the dosage given to the child, at what time and by whom. However, children are cared for appropriately in a clean, tidy environment. They stay healthy and thrive because staff follow effective policies and procedures which reflect current environmental health and hygiene guidelines. Procedures, such as staff wearing aprons and gloves when dealing with bodily fluids and using anti-bacterial spray on tables and nappy changing mats help reduce the risk of infection. Children are learning to understand and are becoming aware of good health and hygiene practices, which are promoted through the good support and guidance given by the adults. For example, children wash their hands after using the toilet and before eating. Children receive appropriate care when they have an accident or become ill to maintain their good health. The pre-school has obtained all necessary permissions from parents for its practice.

All children benefit from a varied range of healthy, nutritious snacks, provided by the pre-school. They enjoy fresh fruit at snack time and a choice of drinks. Some children are provided with a packed lunch by their parents. The contents of packed lunches are also healthy and nutritious, because the parents have been advised by the setting about healthy foods. This ensures children are well nourished. Children can also help themselves to a drink throughout the day. There is a well written menu of snacks displayed for parents and the dietary needs of children are discussed and recorded well, ensuring that children have their needs met appropriately.

All children are learning about the importance of a healthy lifestyle. They benefit from accessing fresh air and well planned physical play experiences, both indoors and outdoors every day. Children enjoy playing in an imaginative and stimulating outdoor play area which includes a large sandpit and wildlife area. Their interest is captured as they observe wildlife whilst sitting in the 'Learning Den'. Children work with the local farmer, collecting and packing eggs and then sell them to parents or use them in their baking activities. Children also benefit from visiting the local allotments and digging up vegetables which are used to make soup for snack-time or are given to the local elderly residents at harvest festival time. Children are able to rest and be active according to their needs. For example, they can rest on bean bags and can select quieter activities such as reading books. If needed, they can also sleep in a quiet room on a soft mattress.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for appropriately in a welcoming and safe indoor and outdoor environment, which helps them feel secure and comfortable. Children move around with ease which helps them to settle and feel confident. A clear and concise risk assessment is carried out on the premises and equipment once a year by senior staff and recorded appropriately. All hazards have been identified and minimised, protecting children from the risk of accidental injury. Effective policies and procedures are in place to ensure children are kept safe. For instance, children are well supervised at all times.

Children use good quality, suitable and safe equipment and play resources, appropriate to meet their different needs. Resources are easily accessed by children, for instance books are displayed

on a low-level shelf, therefore developing children's independence. Children are learning how to keep themselves safe. They practise the emergency evacuation procedures every month and are reminded of the rules in the 'Learning Den' outside because they are written and displayed well.

Children are sufficiently protected from harm because staff have a satisfactory understanding of their role in child protection. Staff are aware of what action they are required to take if they had a child protection concern about any of the children. However, children's welfare is compromised as the written child protection policy is insufficient. It does not include a procedure to be followed if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle and are confident in the setting due to good support from caring staff. Children enjoy their time in the pre-school and benefit from positive relationships with both adults and each other. They benefit from a stimulating and interesting environment in which they are happy, content and secure. Children benefit from seeing their work displayed within the pre-school, which successfully promotes their self-esteem and confidence. Children are involved in a wide range of planned activities and spontaneous events, which support their development and learning. They enjoy making and painting clay pots and play imaginatively in the role play area set out as a Pizza and Pasta cafe. Children are encouraged to choose what they want to do and confidently move from activity to activity. As a result their independence is promoted well.

Nursery Education.

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and a clear understanding of how young children learn and progress. Consequently, all children are included and make good progress towards the early learning goals. Staff plan a wide range of activities under each area of learning. Planning links clearly to the stepping stones, gives good guidance to the staff and meets the individual needs of most children. Staff have a clear idea of the learning intentions for children, which matches the programme of activities. Therefore children extend their learning and are provided with sufficient challenge.

The assessment procedure is sufficient. Records show the starting points of children when they enter the Foundation Stage, are completed regularly and shared with parents. However, they do not clearly show the progress children are making because they are not dated appropriately. They are used to plan next steps in children's learning. However, gaps in children's learning with regards to calculation has not been identified and there are no plans to organise activities for children to ensure they make progress in this area. This compromises the progress some children make.

Staff use a good range of teaching methods to maintain children's interest. Staff know that the children learn better when they are happy and relaxed, they ensure children are well settled before they concentrate on their learning. Staff sit with children, ask questions and offer support when needed. Staff effectively help raise children's awareness of the community and the wider world and there are a good range of resources to promote this. Children are motivated and keen to learn. They receive appropriate challenges from staff who understand their needs and ensure they progress well.

Children show a strong sense of belonging as they greet staff on arrival. Children are interested and engaged in their play as they select and carry out activities. They assume responsibility for their personal care. Their independence is being developed at times, for instance, by putting on their own coats when going outside to play. This is further promoted by children being selected to lay the tables for snack-time and pouring their own drinks. Children behave well, responding positively to the boundaries set. Children can speak clearly and confidently, sharing their experiences, while others are able to make themselves understood through their actions. Children benefit from seeing print in the environment and show a good interest in books. They handle them appropriately and enjoy sharing stories with staff. Children recognise their names and are able to link sounds to letters. For instance, they say 'T' for Tuesday. Children's language is further promoted by using the 'Beat Baby' to tap out rhythms of songs. Children are developing good writing skills. They know how to form letters and use writing for a purpose. For instance, when they take Dillon the cuddly rabbit home, they record the events in a diary, which is then shared with the rest of the children.

Children understand and confidently use numbers in their play and can count up to 10 with ease. They demonstrate that they have a good understanding of shape and size and measure. Children explore shapes such as semi-circles, diamonds and star shapes, when playing the 'Bee-Bot' game. Whilst others are using mathematical language exploring heavy/light and big/small when playing with teddy bears using weighing scales. However, children are not using calculation in planned activities or spontaneous situations on a regular basis, which compromises their learning in this area. Children develop an initial sense of time and place. They discuss what they ate for the night before and what they are going to do at the weekend. Children observe and identify features in the garden by finding items and creatures displayed on a 'can you find these?' card. Children also explore and investigate the outdoors using all of their senses. They observe wildlife through a window in the Learning Den in the garden, feed the birds and plant bulbs and flowers. Children enjoy going out into the community and visit local places of interest. They visit Calke Abbey and they go on a caterpillar trail. They then make a book detailing what they saw, smelt, touched and heard. Children are learning about everyday technology, for instance they develop their skills using the computer and use everyday items such as scales, binoculars and magnifying glasses.

Effective use of the indoor and outdoor space, helps children develop their physical skills. Children move confidently, when negotiating their way around the main room and when playing outdoors. Children develop their skills when riding wheeled toys outdoors and balancing on beams and wooden blocks indoors. They benefit from taking part in workshops organised by the Community Arts group, where they explore space, construction and shape on a very large scale. Children use one-handed tools competently as they paint their pictures and use scissors for cutting. Children take part in action songs and enjoy exploring different musical instruments. They play instruments fast, slow, loud and quietly to the music on a compact disc player, which shows control. Children also benefit from music and movement sessions each week with a dance tutor. Children are able to express themselves freely through creative activities. They make imaginative monsters out of vegetables and paint clay pots. Children are able to explore the textures of different media such as cornflour, dried pasta and clay. They are able to name a wide range of colours competently as they mix the paints. They know that red and white makes pink paint. Children use their imagination in role play and in their art work.

Helping children make a positive contribution

The provision is satisfactory.

Effective relationships with parents ensure the staff know the children well. Children receive appropriate care relevant to their individual needs. Parents share information about children's care needs, preferences and cultural and religious needs, by completing a registration form on admission and a 'getting to know you' form. This ensures children receive care consistent with home and are fully included in the setting. Parents receive an informative prospectus, regular newsletters and are invited to a parents interview twice a year to discuss their children's progress. Parents are welcomed into the setting. They help out when trips out in the community are organised and buy eggs that the children have collected from the local farmer. Parents receive information about all policies in place including the complaints policy.

Clear, concise policies work effectively in practice to promote equal opportunities for all children. They enjoy positive relationships with the staff and with each other, and feel a sense of belonging, which helps them settle and feel confident. Children are warmly welcomed in the setting and all children are valued and respected as individuals. Children with disabilities and learning difficulties are supported well. Staff foster close relationships with parents and other professionals to ensure children's needs are understood and met appropriately.

Children are being made aware of the wider society. Staff ensure that the resources positively represent the children who attend as well as the wider world. Children benefit from using utensils in the role play area from different countries and dress up in traditional costumes such as saris. Children are also made aware of different festivals and join in celebrations for Harvest Festival, Diwali and Japanese Children's Day.

Children's confidence and self-esteem is being developed well by staff with the use of praise and encouragement throughout the day. When children complete a task or behave well, their name is placed in a 'sunshine' and displayed on the wall. Children are learning to understand responsible behaviour. They take turns, share play resources and show respect for others. Therefore children's spiritual, moral, social and cultural development is fostered. The behaviour policy is well written, understood by staff and effective in practice. Therefore, children understand the rules and boundaries and their behaviour is managed appropriately.

The partnership with parents and carers of children who receive nursery education is good. Parents and carers are actively encouraged to become involved in their child's learning in meaningful ways which helps children progress and enables them to make a positive contribution. For example, children take home a cuddly rabbit called 'Dillon' to look after and their parents help them record events in a diary. Also, parents with specific skills, such as a hairdresser, are invited into pre-school to discuss their work. Parents are informed about their children's progress and achievements both verbally and by attending parent interviews twice a year. They also receive an end of year report. Parents are able to share information with staff about their child's development observed at home, which is clearly recorded, therefore the next steps planned for children are appropriate. Parents receive comprehensive information about the educational programme provided and the six areas of learning. They know of the themes planned for children and activities offered each day. Therefore children's development in all six areas of learning is fully supported at home.

Organisation

The organisation is inadequate.

The vetting procedures overall are not sufficient. They do not include checking staff's medical status and there is no system to check that staff remain suitable to care for children. Also, the system for registering the attendance of staff and children is inadequate as it does not show hours of attendance. Therefore children's safety and welfare is compromised. However, there are effective procedures for the recruitment of newly appointed staff ensure children are cared for by staff who are suitably qualified and experienced. Appropriate induction procedures ensures staff are fully aware of nursery policies and procedures and aim for a good standard of care for children. An interesting and stimulating environment is provided both indoors and outdoors and staff are deployed well which positively supports children's care and learning. Records and documentation in place are available for inspection and shared with staff and parents.

There is a commitment to improving staff's knowledge and practice, and many training courses have been attended. This helps to broaden children's experiences and contributes to the quality of care provided. The leadership and management is good. Staff are motivated and have developed a supportive team approach, aiming for good quality education for all children. The senior staff offer good guidance to less experienced staff and are committed to improving nursery education. The monitoring and evaluation of the nursery education provision and quality of teaching is good. There are systems in place for the manager to observe and improve practice and monitor children's learning. The use of self evaluation forms aid the monitoring of teaching, however the gap in some children's learning with regards to calculation has not been identified.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school agreed to review arrangements for the deployment of staff with children who are not involved in the preparation of snack-time. There has been significant improvement and this time in the day has now been re-organised. Some staff are responsible for supervising the children, tidying up and having quiet time and others set the tables for snack with the help of a selected child. This ensures all children are well occupied and supervised appropriately.

The pre-school also agreed to carry out written detailed evaluation of activities focusing on the learning outcomes for children. Sufficient improvement has been made. Staff now evaluate planned activities each session and record on the learning intentions sheet. This ensures children make good progress and activities match their development needs.

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 the 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- ensure written records are kept of all medicines administered to children
- review and update the child protection policy and ensure it includes procedures to be followed in the event of an allegation being made against a member of staff
- implement a system for registering children and staff attendance showing hours of attendance
- ensure that there are effective procedures in place for checking that staff remain suitable to work with children.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 opportunities for children to develop mathematical knowledge and understanding regarding calculation
- further improve assessment records to clearly show progress children have made and use to plan next steps in 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