



Redbridge Pre-school

Inspection report for early years provision

Unique Reference Number	EY262068
Inspection date	05 May 2005
Inspector	Gillian Cubitt
Setting Address	Cuckmere Lane, Southampton, Hampshire, SO16 9RJ
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Registered person	Redbridge Pre-school
Type of inspection	Integrated
Type of care	Sessional care, Crèche

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

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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 satisfactory.

WHAT SORT OF SETTING IS IT?

Redbridge Pre-school opened in 1980 and re-registered on moving to new premises in 2003. It operates from two rooms in the Community School in Redbridge Southampton.

The pre-school mainly serves the local area. A maximum of 24 children may attend the pre-school at any one time. There is also a crèche which may accept a maximum of 10 children under 5 years of age. The pre-school is open five days a week during

school term times. Sessions are from 09:15 to 11:45 and 12:15 to 14:45 each day. The crèche is open from 09:00 to 15:00 each day during term times.

There are currently 45 children aged from 2 to 5 years on roll. Of these 35 receive funding for nursery education. The pre-school supports children with special educational needs and also has provision to support children who speak English as an additional language.

The pre-school and crèche employs 11 staff. Of these 5 members, including the manager, hold appropriate early years qualifications. There is one member of staff working towards a childcare qualification.

The setting is a member of the Preschool Learning alliance and receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and well being is promoted through set daily routines and procedures. They know when to wash their hands and understand the reasons as staff talk to the children about germs. Parents have policies on health and ensure children do not come to pre-school if they are sick so other children are safeguarded from infection. Accident and medication records are well maintained and comply with legal requirements. Staff follow set procedures for changing nappies and children willingly go to the changing room as it is clean and well prepared with resources to ensure hygiene is maintained.

Staff are keen to promote children's awareness of healthy eating habits and children look forward to a variety of fresh fruit and/or salad vegetables for their morning snack. Children also have choices of toast and try noodles during the afternoon session. Some children bring packed lunches and staff ensure that any perishable foods are stored appropriately in the fridge.

Children in the crèche have opportunities to be active and quiet. Staff have divided the room where children are able to settle in their own buggies after lunch or when they are tired.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pre-school has sound safety procedures. Children are welcomed on arrival and meticulously signed in each morning. Staff check the playground daily for any hazards that may harm children, such as bird or animal droppings and the security of gates and fences. Inside, there are safety features installed such as double locks on doors so children are not able access certain rooms such as the kitchen area. Every Friday staff carry out a detailed risk assessment of the area outside the pre-school as

children have to negotiate a car park on their way to tumble tots. Staff note any factors that may be dangerous and children are made aware of traffic and the importance of stopping and looking each way.

Children in the pre-school group play happily with their friends in a room that is well organised with good quality toys that are easily accessible. There are fewer accessible resources in the crèche and these are more appropriate for babies and toddlers. Limited space restricts movement for older children.

Children are well protected. The child protection procedures are up-to-date and the supervisor ensures staff are aware of these together with their responsibilities for children's safety and wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

The care arrangements for children are good. Children in the pre-school and crèche are contented and happy. Most children eagerly enter the setting and look forward to their day. Some younger children are anxious and staff encourage parents to remain for as long as required to ensure their children are settled. Children have the freedom to access many resources in the pre-school and they have fun with the computer programmes as well as working with various equipment and resources to build and construct. Staff plan a wide range of activities to provide the children with variety throughout the week. The planning in the crèche however is based on the overall planning of the pre-school and does not always meet the individual needs of the children. Resources in the crèche are not fully developed and some older children do not always benefit from being in this environment as they are unable to move with ease and access the full range of resources. Staff are aware of the framework of Birth to Three Matters. However, they have not yet implemented it into their daily observations and planning to provide a range of activities to develop young children's social and personal skills.

Children's learning is satisfactory. All children are making progress through access to quality materials and resources. Children have a positive attitude and are eager to learn. Many show interest in the mini-bug table and children are thrilled with the story of the Hungry Caterpillar. Children show delight as they fill the caterpillar's pouch with all the food it has eaten. Children say this is the best part as they see the puppet turn into the butterfly. Staff however miss opportunities of developing children's interest through seeking out live bugs and exploring differences between insects and spiders. Most children have good communication skills. Older children speak clearly and are able to express themselves to staff. Children count each day at registration time and are beginning to recognise the written form of numbers on the cash register and other equipment. Children do not add and subtract practical resources such as bricks or cups at snack time to reinforce their understanding on how numbers work.

Children understand that words convey a meaning and are aware of the different words around the room. They are beginning to learn the shape of their first names and some more able children attempt to write their names on their work. Children like to dress up and act out domestic scenes in the home corner and their creativity is

fostered through drawing, painting and by using malleable materials. Children enjoy listening to stories and enthusiastically participate in well known stories about The Three Bears, although at times they become too loud in their over confidence and fail to listen appropriately. The quiet library area does not invite and encourage children to relax and enjoy books.

Teaching is satisfactory. Staff create a stimulating environment where children's work is displayed and labelled. This shows children's work is valued and gives them a sense of belonging. Children like to look at their work and proudly point to photographs of themselves. Staff are good role models and demonstrate a positive attitude towards learning by showing enthusiasm. They make full use of their facilities for inside and outside play experiences. Children also look forward to going to a tumble tots session every Friday.

Staff's knowledge of the stepping stones is developing and they are involved in planning through regular meetings. However, the supervisor takes the full initiative for writing and the preparation of the written documentation, which restricts staff's development. Staff make notes from their observations on children's achievements but these are not linked to the children's next stage of learning.

Helping children make a positive contribution

The provision is satisfactory.

There is a good relationship with parents. They are made to feel welcome and are encouraged to stay as long as they need so that their children settle into the group. Staff keep parents informed about their children's progress by talking to them each day and parents are able to access general information through the ample information displayed on the notice board. Parents also have opportunities to share information with staff during parent open days.

Staff adhere to their policy on equal opportunities and children from all cultures are made to feel most welcome. Staff work closely with children where English is not their first language to help their integration into the group. The Special Educational Needs Co-ordinator ensures children with any particular needs are supported and the children benefit from extra input provided by staff. Parents comment on how well children have settled and how much their communication skills have improved.

Children generally behave well, although at times they become rather excited whilst participating in group time in the quiet corner. Most children know what is expected of them and respond to the daily routines and they like to help when it is tidying up time. Inappropriate behaviour is quickly addressed and in some cases a good behaviour chart is used. Staff give children plenty of praise for behaving well and when they produce attractive creative work.

Children enjoy good relationships with staff and each other. Their spiritual, moral, social and cultural development is fostered. They are learning to share their toys and be kind to each other. This is reinforced through cultural topics and visits from the local Curate who talks to them about giving to others, especially during Harvest Festival.

Organisation

The organisation is satisfactory.

The provision is satisfactory. Staff are meeting the needs of the range of children for whom it provides. Staff at the pre-school are an enthusiastic close team of colleagues who have been working together for many years. They work well as a cohesive unit and do their very best to support and help each other in providing a stimulating and enjoyable environment for all children. The supervisor is an experienced practitioner. She observes staff and gives them advice when required. Through annual appraisals she identifies their strengths and builds upon their knowledge by encouraging them to update their training in specific areas of childcare, so that the children benefit from the most current practices. The supervisor, however, takes the greater part of the responsibility for the daily organisation and, although staff have their own group of children, they rely on the planning skills of the supervisor. This restricts staff's spontaneity and full understanding of the planned task and they are not always able to extend activities appropriately. Staff work with the curriculum guidance but do not clearly plan the next steps in children's learning. This leads to inconsistency in practice and interpretation on the learning areas for individual children.

The Committee are supportive and the Chair takes on the overall responsibilities for recruiting and settling staff into the setting. The communication between the Committee, the Community Manager of Redbridge School and staff provides a settled team atmosphere which impacts on the security and continuity of care for the children. There is however a lack of information and guidance for students who regularly attend the group for work experience. Staff do not make the most of the student's learning and skills to benefit the children. The Committee also do not provide an annual review for the supervisor to acknowledge good practice and highlight areas for improvement so that children benefit from on-going evaluation of the setting. The supervisor and Committee have yet to develop staff's knowledge and skills under the framework of Birth to Three Matters so babies and young children derive the full benefits from staff's secure knowledge of the four key areas of learning.

Improvements since the last inspection

The pre-school had three recommendations arising from the last inspection in January 2004. They were asked to improve their system of registration, to update their written permission from parents regarding emergency medical advice and to ensure play areas are free from pigeon droppings. The Supervisor has produced a clearer method of registering children which now notes the times of arrival and departure, so staff are now very clear at all times how many children are present. The Committee have prepared a form requesting written permission from parents for seeking emergency medical treatment, so now staff can act in the child's best interest in an emergency. Children are fully safe from pigeon droppings as the School have taken steps to ensure pigeons are not able to sit on the roof near the outside children's play area.

Complaints since the last inspection

There have been no complaints since the last inspection

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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 resources and staff's knowledge of the framework of Birth to Three Matters so that planning in the crèche is aimed at helping babies and young children learn by building on their early communication skills
- Develop an information and guidance pack for work-experience students to ensure that they are well informed about the pre-school, aims, objectives and expectations of them during their work period
- develop a more inviting book corner where children can sit quietly in comfort to explore and appreciate books

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):

- develop staff's understanding of the Curriculum Guidance for the foundation stage to improve the quality of teaching by involving them in all aspects of planning and developing systems to extend children's learning in all areas.
- promote children's self-esteem and independence by giving them responsibilities in everyday activities, such as at snack times, as well as allowing them to go to the cloakroom to see to their personal needs
- develop an annual review system for the supervisor so that her work is acknowledged and areas for development are highlighted

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