

Skips

Inspection report for early years provision

Unique Reference Number	EY294341
Inspection date	18 April 2007
Inspector	Gillian Little
Setting Address	West Kidlington School, Oxford Road, Kidlington, Oxfordshire, OX5 1EA
Telephone number	07704 525312
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Registered person	Skips
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?

Skips Pre-School is run by a parent management committee and has been in operation for over 40 years. It operates from a classroom in West Kidlington Primary School near Oxford. It is situated in a residential area and serves the local community.

A maximum of 20 children may attend the pre-school at any one time. The pre-school is open on weekdays during school term times. Morning sessions are from 09:15 until 11:45 and afternoon sessions are from 12:30 until 15:00. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from two to under five years on roll. Of these, 40 children receive funding for nursery education. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs seven staff, two of whom are joint supervisors and hold level three qualifications. Two other staff hold appropriate qualifications and one staff member is currently training towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's risk of infection is minimal as the premises are very clean with new flooring in the main room and there are cleaning checklists in place, which help to ensure good hygiene. In addition, there are hygienic procedures in place for nappy changing and hand washing, further reducing the risk of infection. Children learn to wash their hands before eating and staff help them to wipe their noses when necessary.

Children enjoy and benefit from daily physical activity as they play outside during each session. For example, they enjoy riding on bikes and in toy cars, negotiating space well and avoiding collisions. Staff also provide opportunities for physical development indoors, such as action songs, and children respond enthusiastically to these, confidently repeating appropriate movements. Although children play outdoors daily, they do not have free access to this area, which restricts the time available to explore the interesting activities on offer.

Staff are familiar with procedures to ensure that children receive effective care in the event of an accident or illness. For example, all necessary consents and medical information is in place and all staff have first aid training. Some written procedures are in place regarding accidents, but are not cohesively available in one document.

Children receive a healthy diet and they enjoy the sociable snack times. They try a range of fruit and vegetables, such as banana, raisins and carrot sticks. They can bring their own drinks, which staff ensure are easily available at all times. Milk and water are available for children if they do not have their own drink. Staff are very familiar with children's special dietary requirements and allergies. They have appropriate training to administer emergency medication and have clear written emergency procedures in place.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to play comfortably in an inviting environment, which has good facilities and space for their needs. For example, a good sized room is available with an integral kitchen and adjacent cloakroom. Attractive displays of children's work and a good range of activities contribute to the welcoming environment. Children are able to play with a wide range of suitable and safe equipment, which staff regularly check for damage. Children are able to access resources easily and safely as staff ensure they are within reach and are suitable for the ages of the children present.

Children's risk of injury is minimised as staff assess risks well and take effective precautions to prevent accidents. For example, staff ensure hot drinks stay in the kitchen area and are rigorous in supervising children when they enter and leave the provision.

Children play safely outside as the outdoor area is fully enclosed and free from hazards. Children learn to stay safe when using the school playing field as staff explain rules to them before leaving the premises.

Effective fire prevention and evacuation procedures help to keep children safe in the event of an emergency. For example, staff plan evacuations every term over the course of a week so that all children learn how to evacuate safely.

Children's risk of harm from others is minimised as staff have a good understanding of their roles in child protection and they attend appropriate training. All adults working with children have appropriate checks and staff supervise students and visitors effectively.

Helping children achieve well and enjoy what they do

The provision is good.

Children show a keen interest in what they do and are able to develop a broad range of skills, as there is a good range of activities available. For example, children can choose to play with play dough, musical instruments, junk modelling and to join in with songs, stories and early maths and writing activities. Outdoors children enjoy chalking on boards, exploring sand, planting seeds and exploring daises with magnifying glasses. All activities are available to all children and staff ensure that they are able to develop at their own pace through daily use of individual education plans. Staff base these appropriately on either the Birth to three framework or the Foundation Stage depending on each child's age. Staff start the plans as soon as children begin at the pre-school, enabling them to identify children's levels of attainment and future targets. Targets are in place for each child in each area of learning and the children's key workers are familiar with these, enabling them to help each child make good progress. Staff introduce lots of spontaneous learning in addition to planned activities to make full use of educational opportunities.

Staff effectively encourage children to develop their skills through lots of good quality interaction. They consistently use praise and encouragement to create a warm and friendly atmosphere, developing children's confidence and self-esteem. Children learn to play well together and benefit from the relaxed and settled atmosphere.

Nursery Education

The quality of teaching and learning is good. Children settle quickly to activities and sustain their interest throughout the sessions. They are able to understand and explain pre-school rules and they show confidence in selecting resources. They listen carefully to group discussions and stories, and some children are confident in offering answers and comments. There are good opportunities for children to develop early writing skills, such as helping to make £5 notes for the shop or chalking on boards.

Children develop number skills as they confidently count and play number games. Staff frequently use everyday opportunities to develop children's mathematical knowledge, such as talking about the numbers on the shopping till or gently questioning children's knowledge of shapes. There are good opportunities available for children to explore a variety of shapes, containers and malleable resources to help them develop spatial skills.

Children enjoy learning about the world around them, such as finding out how a CD player works, and staff are consistently helpful in encouraging children to become independent. Children enjoy dancing and singing along to songs, and thoroughly enjoy imaginative play, dressing up and engaging well with other children.

Staff show a good understanding of the Foundation Stage through their careful assessments of children's individual progress and in setting targets for individual development. They ensure that they cover all areas of the curriculum through forward planning and show clear links to the stepping stones towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children develop positive attitudes towards diversity as there are lots of posters and pictures within the setting reflecting people from different backgrounds. In addition, staff celebrate a range of festivals with the children and invite parents from different backgrounds to share their experiences. Children have equal access to appropriate toys and equipment as they can choose freely from all resources. Staff treat children equally and provide effective support for children who speak English as an additional language. Staff know children well and are therefore able to meet their individual needs effectively. Children are able to play a productive part in the setting as staff encourage them to make their own decisions, such as choosing which colour paper they want or which CD to put in the player. Children learn about responsible behaviour as staff act as good role models and have a very calm and consistent approach. Social, moral, spiritual and cultural development is therefore fostered.

There are no children currently on roll with learning difficulties or disabilities, but policies are in place and staff have appropriate training to support such children if necessary.

Children benefit from good continuity between the home and the pre-school as staff develop positive relationships with parents, welcoming them warmly into the setting and ensuring that they receive regular verbal feedback about their children's progress. Staff ensure that parents can easily access information about the setting, such as curriculum planning, notices and newsletters. For children receiving funding for nursery education, the partnership with parents is good. Staff encourage them to be involved in their children's education by sending home books to share as well as information about suitable activities to follow at home. Parents indicate that they are happy with their children's progress within the group.

Organisation

The organisation is good.

Children are able to make good progress as staff have a strong sense of purpose, keeping children safe, ensuring that they engage in interesting activities and effectively meeting their individual needs. They use time and resources well to ensure that children enjoy a wide range of activities, although access to the outdoor area is time restricted. The pre-school has effectively addressed all recommendations from the previous inspection and an additional visit from Ofsted.

Staff have effective skills and appropriate qualifications to provide good quality care and education, and show a commitment to on-going professional development. Effective recruitment and vetting procedures are in place to ensure that all staff working with children are suitable to do so. Staff work very well together, demonstrating a good understanding of their own and each other's roles within the setting. They ensure that routine tasks run smoothly, such as preparing snack time, and do not adversely affect the care of the children. The staff maintain the adult to child ratio at all times to ensure children receive good quality care.

Documentation, policies and procedures are in place and work well in practice, although procedures for accidents are not currently in one cohesive document. Staff keep records confidential where this is appropriate while ensuring that they are easily accessible for emergencies and available for inspection.

The quality of leadership and management of the nursery education is good. There is a very strong focus on children's individual development and staff review children's progress

continually. The supervisors within the setting work well together and their kind and enthusiastic approach effectively motivates other staff and children alike. Staff are aware of their strengths and weaknesses and have clear ideas on how to improve the pre-school further.

The pre-school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school was asked to prevent the spread of germs by providing suitable hygienic hand drying facilities and maintaining the floor in a clean condition. The pre-school now has new flooring in the main room which is kept clean and staff ensure that paper towels are always available in the cloakroom. This improves hygiene for children.

The pre-school was also asked to improve strategies for aiding communication with children who have English as a second language, and those with delayed speech. The staff now use signing and visual aids to support communication, and children's progress is clearly recorded in the individual education plans. Staff further support families with English as a second language through help with interpretation.

The pre-school was also asked to improve documentation by maintaining a complaints log for parents and carers to see on request, and ensuring children's personal information is kept confidential. A complaints log is now in place and is easily accessible. Children's personal information is kept in a locked cabinet ensuring confidentiality.

The pre-school was also asked to develop use of the outdoor area to extend all areas of learning, and provide children with regular physical activity. Children now access the outdoor space during each session when the weather is favourable and enjoy physical activities indoors when the weather is poor. Staff have increased the activities available in the outdoor area to cover all six areas of learning effectively, therefore providing a wider range of activities for children.

The pre-school was also asked to provide more opportunities for children to select resources and equipment for themselves, to learn the best tools for the job and develop their creative talents. Staff have set up a freely accessible creative area where children can help themselves to a variety of art materials, enabling them to develop their own creative ideas.

The pre-school was also asked to make better use of observations and profiles, to provide a clear record of children's rate of progress and help plan next steps and extension activities. Staff now have individual education plans in place for each child, update these continually and have clear individual targets in place for further development. This ensures that children's progress is clearly recorded and that activities are tailored to meet their individual needs.

At a further visit by Ofsted, the pre-school was asked to ensure that all parents are fully aware of, and adhere to, the new security routines to maintain their children's safety. The pre-school has written to all parents reminding them of the security procedures and these procedures are now working well to ensure children's safety.

Complaints since the last inspection

Since the last inspection Ofsted has received a complaint that a child had left the nursery unnoticed and that the response of the provider to the complaint was unsatisfactory. These concerns relate to National Standard 6, Safety, and to National Standard 12, Working with parents. Ofsted made an unannounced visit and were satisfied that the provider had taken

appropriate action to improve safety procedures and that the partnership with parents was satisfactory. The provider remains qualified for registration.

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 provider has kept a record of the complaint 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):

- formalise accident procedures to ensure that they are clearly set out in one document.

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):

- consider ways to further increase opportunities for children to freely access the outdoor play area (also applies to Care).

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