

Indian Queens Under Fives

Inspection report for early years provision

Unique Reference Number	102819
Inspection date	15 May 2007
Inspector	Nicola Jayne Pascoe
Setting Address	The Recreation Ground, St. Francis Road, Indian Queens, St. Columb, Cornwall, TR9 6TP
Telephone number	01726 862919
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Registered person	Indian Queens Under Fives
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 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?

Indian Queens Under Fives opened in 1977 and registered in new premises in 2002. The group operate from a purpose built, self contained building at the Recreation ground in Indian Queens, Cornwall. There is one large playroom with adjoining toilet facilities for children, office, store, kitchen and staff/disabled toilet. The group use the adjoining park and playing field facilities for outside play. The group serves the large village it is situated in and the surrounding area.

The group is registered for 24 children aged two to five years. There are currently 27 children on roll, who attend on a part time basis. This includes four funded three year old and two funded two year olds. The group supports children with learning disabilities and/or difficulties. The group opens five days a week during school term time. Sessions are from 09:15 to 11:45.

There are three full time members of staff who work with the children. All have Early Years training to level 2 or 3. One member of staff is currently attending further training. There is one regular volunteer and occasional parent helpers who support the staff. The setting receives support from the Local Authority and Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and welcoming environment. Toys, equipment and resources are kept in a clean condition as staff monitor and maintain standards of hygiene within the setting. Children are clearly familiar with the expectation that they should routinely wash their hands before eating and following use of the toilet and messy play. They can freely access warm water, liquid soap and individual paper towels which effectively prevents the risk of cross infection. Accident records show that children who have suffered an injury are treated appropriately. One member of staff holds a suitable first aid certificate. Staff demonstrate confidence in their ability to store medicines appropriately and to obtain initial written parental consent to administer specific medication. However, there are no systems in place with which to formally record and share information with parents/carers following the administration of medication to children.

Children benefit from free access to fresh drinking water throughout the session, as they can help themselves from the jug stored at child height on the worktop in the play room. At snack time they sit socially at several tables, which are covered with pretty tablecloths and a vase of flowers. They enjoy a hearty amount of food as they are provided with a ham roll on a choice of white or brown bread, followed by fruit. At snack time they are offered either milk or water. Children benefit from opportunities to participate in a balanced range of both physical exercise and restful activities. Outdoors they enjoy fresh air and fun.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from use of purpose-built premises, which are welcoming, light and of a comfortable temperature. Children can move safely indoors, freely accessing toys, resources, and equipment which are stored attractively, at child height in clearly labelled storage units. Toilet facilities are situated just off the main play room and children can use these as and when they require. As a result they are increasing their levels of independence. Staff follow a suitable written daily risk assessment to ensure children's safety is maintained. However, outdoors the large open playing field presents risks due to the size and the ability for children to freely access the car park. As a result, staff use the enclosed outdoor area which has a range of large play equipment. Some of this equipment is not suitable for younger children to use and staff do not allow children to use it, but this requires increased levels of supervision. Accessing this area also presents additional hazards, as children step in dog faeces when crossing the open field which also leads directly into the car park.

Children benefit from appropriate levels of adult supervision at all times. They practise regular fire drills to develop their confidence and familiarity. Fire equipment is serviced and maintained regularly. The premises are kept secure when children are present. The door is locked and visitors are monitored effectively. There are effective systems to ensure that children are collected by authorised persons. Children are safeguarded by staff who demonstrate a sound awareness and understanding of child protection procedures. There is a suitable written policy in place which is shared with parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the setting enthusiastically and busy themselves in the wide range of age appropriate and stimulating activities. They follow a familiar daily routine which promotes their sense of belonging and their understanding of the passing of time. Children are confident to self-select from the range of resources available. Some choose favourite books and sit quietly in the book corner, some are busy initiating role play with their friends, others work with adults to complete puzzles and play games on the computer. The daily routine is used effectively to promote children's learning and development. Children receive opportunities to rest and play in balanced proportions.

Older children follow planned activities which are linked to the Foundation Stage curriculum. Staff have recently begun to adapt these activities to their planning for the younger children which follows the Birth to three matters framework. As a result, all children are able to benefit from participating in age appropriate, worthwhile and purposeful activities. All children benefit from free access to all the activities and particularly enjoy the play dough, free painting and collage. The role play area is also popular and children demonstrate strong negotiation and cooperative skills to develop ideas, establish roles and maintain ongoing play for considerable periods of time.

Nursery education.

The quality of teaching and learning is satisfactory. Staff use appropriate methods of teaching and are aware that children benefit from hands-on and practical experiences. Children are busy, occupied and interested in the wide range of activities provided. Staff demonstrate a sound understanding of the Foundation Stage curriculum and the early learning goals. They have recently introduced new systems for recording and monitoring children's progress. Most written observations are useful, but these are not effectively used to identify children's individual targets for future progress. Staff plan to provide a huge range of enjoyable activities for children, but do not identify specific learning outcomes, in order that children can be appropriately and sufficiently challenged. Children enjoy a balanced range of opportunities to learn and develop skills throughout the session, but staff do not plan to ensure that specific strengths and weaknesses are identified and that children are appropriately supported in order to make further progress. Children are curious and inquisitive; they ask questions about the tadpoles and discuss the changes that are taking place in order for the tadpoles to turn into frogs. They are competent and confident users of computer equipment. They use math as part of their daily routine to count, sort and match items and to solve problems. They enjoy books for personal enjoyment, group story time and for reference. Most listen and concentrate well during group discussion.

Helping children make a positive contribution

The provision is satisfactory.

Children are known well by staff who provide a caring and supportive service to children and their families. Children and their parents/carers have clearly formed strong and trusting relationships with staff. Staff provide an inclusive environment where children's differences are identified, respected and met appropriately. Children with learning difficulties and/or disabilities are supported well. There is a wide range of resources and equipment to promote children's awareness of people's differences. The recently introduced key worker system provides parents/carers with a point of contact for information sharing and is effective in maintaining consistency in the provision of care and education for their children.

Children are well behaved, polite, kind and considerate. They eagerly assist in tidying away their toys before snack time. They demonstrate good table manners. Staff are good role models. They follow clear and consistent methods of behaviour management and encourage good behaviour through appropriate use of praise and encouragement. Parents and carers are provided with sufficient levels of information relating to the care and education of their children through a range of appropriate methods, such as regular newsletters, a prominent notice board and through daily verbal information sharing. Parent-helpers are welcomed into the setting. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is satisfactory. Planning sheets are displayed in the play room, but there is no written information displayed in the entrance foyer or on the notice board. The operational plan mentions the provision of nursery education, but does not provide detailed information relating to the early learning goals. Parents express satisfaction at the levels of information provided and explain that they are encouraged by staff to be actively involved in their child's learning and development. For example, children are encouraged to bring items from home which link to projects. Staff have recently introduced written observation and assessment records for children, which they intend to share formally with parents/carers at the end of each term. In the meantime the key worker shares information relating to children's progress verbally with parents/carers on a regular basis.

Organisation

The organisation is satisfactory.

Children are cared for by a suitably qualified and experienced staff team. There are two recently appointed members of staff working with the long-standing manager. They have formed a committed and enthusiastic working relationship with one another and are clearly confident in their individual roles and responsibilities. There is evidence to show that staff, committee members and regular volunteers are checked for suitability. There are recently introduced systems for the recruitment and induction of new staff and the ongoing monitoring of all staff through a regular appraisal system.

Staff have organised the setting well to provide children with a safe and comfortable indoor environment which offers numerous interesting opportunities to play and learn. There are comfortable areas to rest if required. However, the outdoor environment requires close supervision and presents potential health and safety hazards. Children are well supervised and supported by staff. Documentation is stored securely and confidentiality is maintained. Records are updated regularly and are shared appropriately with parents. The staff and committee are aware of the need to notify Ofsted of any changes or significant events. Overall the setting meets the needs of the range of the children for whom it provides.

The leadership and management of the setting are satisfactory. The committee have recently introduced new systems for the recruitment, induction and appraisal of staff. Staff actively seek and welcome support from the local authority and the Pre-school Learning Alliance. They have developed links with the local school and reception teacher. There are suitable systems used to monitor and evaluate the effectiveness of the provision of nursery education.

Improvements since the last inspection

At the last inspection the pre-school was given an inadequate outcome for both care and education. There were several actions agreed for improvement. To improve the standards of care the pre-school were required to ensure that there are effective procedures in place for

checking that staff, volunteers and committee are suitable to work with children. All staff, volunteer and committee checks are now complete and evidence of this is available for inspection.

They were also required to improve the organisation of key times such as snack, to ensure children are not sitting for long periods of time without adequate support; and the inclusion of children under two years old that are visiting with parents does not impact negatively on the care of children over two. Children do not sit for long periods of time during the inspection. There is evidence that staff have reorganised the routine to ensure that activities flow smoothly and children do not sit for long periods of time. There are no children aged under two years attending the setting during the inspection.

The committee were required to implement robust induction procedures to ensure all staff and volunteers have knowledge of the policies and procedures. There are two new members of staff and through discussion they demonstrate a good awareness and understanding of the group policies and procedures. They were required to improve the outcomes for children under three years by using an approach in line with the Birth to three matters framework. The staff are currently linking the activities for older children to this framework to provide age appropriate activities for younger children. Staff were required to improve the supervision of children to ensure they are sufficiently monitored whilst on climbing equipment, have appropriate footwear to prevent accidents and do not cause injury to each other through boisterous behaviour. Children are well supervised during the inspection and they are clearly familiar with the requirement to play sensibly and safely on the climbing equipment. The playing fields were to be sufficiently supervised to prevent children being able to leave the area unsupervised. Children use the enclosed area which contains large play equipment. Staff have approached the Parish Council to request that a small area of the playing field is enclosed and designated for the children's use. However, this has not been permitted. Children therefore pick their way, some unsuccessfully, through dog faeces to reach the enclosed play area which is situated further from the building and requires high levels of adult supervision.

Staff were required to ensure children with learning disabilities and/or difficulties are identified, adequately supported to meet their individual needs and accurate records are maintained about their achievements. There are several children attending who have learning difficulties and/or disabilities and it is evident that there are now suitable systems in place to support these children well.

The setting was to improve staff's knowledge and understanding of child protection issues and ensure that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB). The manager has completed recent child protection training and has verbally cascaded the information to other staff, who also demonstrate a sound understanding and ability to meet the needs of such children appropriately. The setting was required to develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development. The staff and committee have received partial behaviour management training and are to receive the rest as soon as possible. They demonstrate age appropriate and positive behaviour management strategies and children are very well behaved.

Staff and committee were to improve their knowledge and understanding of the requirements set out in the regulations and set in place a procedure to notify Ofsted of relevant matters such as new committee members. The setting are now aware of this requirement and have notified Ofsted of changes. They were to ensure all documentation is accurate and maintained, especially

policies relating to the complaints and child protection procedures; recording of staff, volunteers, parents and visitors attendance is accurate to show how ratios are maintained. Visitors are monitored effectively. Registration systems record the attendance of staff and children and ensures that ratios are maintained.

To improve the standards of nursery education the pre-school were required to develop staff's knowledge and understanding of the Foundation Stage curriculum to ensure they understand the learning intentions of activities, appropriate age expectations and the stepping stones. Staff demonstrate a generally sound understanding and ability to deliver the Foundation Stage curriculum effectively. However, they require further refinement to the written observation, assessment and planning cycle. Staff were to ensure planning meets individual needs to ensure that older, more able children are sufficiently challenged, especially to encourage creativity through planned craft activities. Children do now receive a good range of planned craft activities. However, the lack of individual targets results in insufficient levels of challenge for children.

Staff were to develop the partnership with parents through an effective key worker system which ensures individual needs are understood and met effectively, through accurate observation, assessments and evaluations, which are linked to the stepping stones and shared with parents. Procedures have now been developed to ensure a key worker system works well to maintain effective links with parents and carers.

Finally, the setting were required to implement systems to monitor the effectiveness of the provision of nursery education. Staff continue to work with the local authority to develop effective systems for self-evaluation.

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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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 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):

- provide children with a safely enclosed outdoor play area to prevent the risk of cross-infection from dog faeces or the risk of entering the car park

- written parental consent is to be obtained following the administration of any medication

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 the observation, assessment and planning cycle to identify individual targets for progress, which are specifically linked to future planned activities, to ensure that all children are sufficiently and appropriately challenged in all areas of learning
- provide parents/carers with useful levels of written information regarding the provision of nursery education and the early learning goals.

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