

# The Newman Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	137326
<b>Inspection date</b>	03 July 2007
<b>Inspector</b>	Melissa Tickner
<b>Setting Address</b>	Crofton Halls, York Rise, Orpington, Kent, BR6 8PR
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<b>E-mail</b>	
<b>Registered person</b>	Newman Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

The Newman pre-school playgroup is run by a parent committee and has charitable status. It opened in 1993 and operates from the Crofton Halls Community Centre which is situated in Orpington, Kent. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 12.15 during term time only.

There are currently 42 children aged from two to under five years on roll. Of these, 33 children receive funding for early education. Children come from the local and surrounding areas. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs 10 members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification, and an additional qualified member of staff is working towards a further qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are developing a good awareness of keeping themselves healthy. They wash their hands regularly at appropriate times and paper towels are provided to promote good standards of hygiene. Staff ensure that shared bowls of hand water are changed regularly. Staff adopt and promote positive practices, such as use of antibacterial spray to clean table tops and ensuring they take an appropriate kit with them when supporting children with toileting.

Children thoroughly enjoy trying healthy snacks on a daily basis, which is offered to children as a 'café system', enabling them to choose when to take their snack. Children enjoy healthy options such as raisins, satsuma pieces and apple. Plain biscuits are also offered on occasions. Children help themselves to the food of their choice; however they are not using a suitable plate or bowl to eat from. Children choose and pour their drinks from a choice of water, milk or juice, and staff ensure that water is available to them all morning to ensure they remain hydrated throughout the session. These aspects promote children's good health. Thorough systems are in place to ensure that staff are aware of dietary requirements, are able to deal with emergencies and illness and have sufficient first aid qualified staff present on a daily basis.

Children thoroughly enjoy daily opportunities for physical play. Although they do not have use of an outdoor play space, staff ensure that daily indoor physical activities are planned. Children delight as they develop skills such as balancing, climbing, jumping and using a ladder. During the inspection they enjoy use of the climbing frame and the balancing beams, which staff monitor closely to encourage all children to have a go. They also enjoy action songs and other opportunities to develop their physical skills. These aspects help ensure children are able to make progress in this area.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a bright, welcoming environment which is well organised to meet their needs. Children have access to a wide range of good quality toys and equipment which are set up for them daily and rotated regularly. Staff use a rota to ensure toys are changed daily to provide children with good variety. Staff ensure visitors are checked and sign in and they are provided with an informative laminated card at the beginning of their stay to remind them of their roles and responsibilities.

Security is maintained; although this could be further developed to enhance the safety levels overall due to the way the pre-school is sited within a community building. A health and safety checklist is in place and completed daily and detailed risk assessments are completed annually. In addition, staff are shortly introducing individual risk assessments for all activities and other aspects such as the arrival and departure of children. Fire drills are practised regularly and a detailed, evaluated account is recorded in the fire log book. These aspects ensure children are cared for in an appropriate and safe environment, which is organised effectively to meet their needs.

Staff help keep children safe by supervising them closely and deploying themselves well. They encourage children to be familiar with safety rules of the setting such as talking to them about how many children are allowed on the climbing frame at any one time. Staff support children

well during their activities helping to keep children safe whilst at pre-school. The nominated person for child protection has a very good awareness of child protection issues and has attended relevant training in this area. A detailed policy is in place supporting staff. Consequently children's welfare and well-being is considered a high priority and is promoted by staff at all times. All these aspects help keep children safe and as a result, children are beginning to understand safety and why keeping themselves safe is important.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled and confident at pre-school. They arrive with enthusiasm and are warmly welcomed by staff. All children are treated as individuals; staff meet their needs extremely well and are sensitive and caring. Younger children are supported well and their needs are planned for accordingly. Children with English as an additional language are welcomed and are supported well. Children are happy and enthusiastic throughout the morning. Staff organise sessions well to ensure children develop close relationships with their key workers and have the space and time to use all available play opportunities.

#### **Nursery education**

The quality of teaching and learning is good. A thorough set of plans are in place which are evaluated and contributed to by all staff, and informed by observations of children's progress. Staff show a good understanding of the Foundation stage of education and encourage children's opportunity to learn throughout all their activities. Staff are enthusiastic and committed and are skilled at recognising children's individual needs and helping them make progress accordingly. They offer children clear demonstrations, explanations and examples when introducing new activities for the first time. For example, as a child begins to understand how to operate and use the 'leap pad' a member of staff sensitively shows him how to do so at his level, encouraging him and praising him as he develops an understanding. Staff question children at their activities, offering them simple challenges and opportunities to learn as they play, for example they support children at the water tray, talking to them about what they are using and asking them questions. Staff make very good use of resources to support their teaching, at the painting activity children look at a real boomerang and other pictures to support their activity, and enjoy a range of props used to support story time. Consequently children are making good progress towards the early learning goals.

Children show strong levels of confidence and have developed close friendships and approach staff with ease. They move around the setting independently as for example they choose when to have their snack; washing hands, pouring their own drink and helping themselves to food of their choice. Children speak confidently about their home and family lives, and are encouraged to make group contributions at circle time. Children are developing good mathematical skills. They freely and confidently count in many situations and understand simple mathematical challenges such as whether there are more girls or more boys present. Staff encourage children to learn about number in many situations, for example they count the number of legs on a centipede and how many bricks they are building with. Staff extend this by encouraging children to understand the concepts smaller and bigger as they discuss the size of the towers they have built. Plenty of mathematical resources enable children to develop skills in this area.

Children thoroughly enjoy story time and access the book corner on a regular basis which is inviting and well organised. Children have plenty of opportunities to mark make through using the drawing table where they use pencils, crayons and other resources such as a choice of paper.

They also enjoy painting and using writing resources in the home corner. Children develop their language for communication well as staff invite children to talk to them about what they are doing and encourage them to contribute at circle time. They enjoy singing nursery rhymes and using musical instruments. Children have plenty of opportunities to explore. For example water play, sand, and trays of jelly and pasta enable children to investigate. Children have a wealth of opportunities to learn about the world around them and wider society through planned topics such as around the world. They enjoy a talk from a visiting parent from Japan and create Boomerangs whilst discussing Australia. They also enjoy visitors from the local community such as the road safety officer, librarian and the police. Children develop their skills for technology with the leap pad, till, phones and toy washing machine. Staff are looking to obtain a computer for next term to further enhance this aspect.

Children thoroughly enjoy creative play opportunities. They extend their imaginations as they make cakes with the play dough, talking about how long they will take to cook. They use the home corner frequently throughout the session, playing with the dolls and the kitchen area, creating 'lunch' for one another. Staff support the children's play in this area, talking to them about their babies and how they are caring for them. During the inspection children do not have access to dressing up clothes to support and further enhance their imaginations. Children show great interest in the memory game and are encouraged to explore and handle the unusual objects on the tray to help them remember before they are covered up with a cloth.

### **Helping children make a positive contribution**

The provision is good.

Children are supported as they play, and staff are skilled in helping children feel valued and well cared for, encouraging them to feel settled and secure at the pre-school. Children show strong levels of confidence and independence, and appear happy and established at the setting. They develop an awareness of our wider society through planned activities such as Diwali. They play with resources promoting diversity, such as resources in the home corner, dolls, and books. Children's spiritual, moral, social and cultural development is fostered. A nominated Special Educational Needs Coordinator is in place, which helps ensure that children with learning difficulties and/or disabilities are supported and have their needs met. Staff use simple sign language and sign for example 'good listening' and 'good sitting' to the children, which they respond to. The supervisor also attends relevant training in this area and special needs conferences to support her in her role.

Children's behaviour is managed positively. Staff use praise and encouragement with children constantly, praising them for concentrating well at their art work and telling them how beautiful their creations are. Children are valued and encouraged. Staff act as good role models and deal with any behavioural issues positively. Children have good manners and are encouraged to understand the rules of the setting. Staff place a positive emphasis on reinforcing children's desirable behaviour and make good use of positive words and actions, thanking children when they have behaved well and listened. Methods used by staff for managing children's behaviour are effective and work extremely well in practice. This results in children who are happy and settled and contributes to them feeling secure and understanding the behaviour rules of the setting.

Partnership with parents is good. Parents are actively involved with the pre-school and operate a committed and supportive parents' committee, and are invited to help out when possible. Staff work closely with parents regarding their children's care and education and have fostered good working relationships. Staff liaise with parents about their children's progress regularly

and provide individual feedback following the annual general meeting. Staff have completed a quality assurance module relating to partnership with parents and have invited parental feedback via parent's questionnaires. Staff provide a good range of information for parents, including an informative notice board with the planning displayed, regular newsletters, parent's prospectus and are currently developing a parent's website. Currently information is limited to encourage parents to get involved with their children's learning at home. Systems to work with parents are effective and help to keep them informed about their children's care and education.

## **Organisation**

The organisation is good.

Good organisation of the pre-school is evident in all areas and contributes to promoting strong outcomes for children. Paperwork is effectively organised and stored. A detailed and comprehensive range of policies and procedures are in place which have been recently revised and updated. Effective and robust systems are in place for the recruitment, vetting and induction of new staff, paperwork in this area is currently being updated. All staff are police checked and many of the staff hold relevant qualifications. Very good ratios are maintained and staff deploy themselves well, supporting children effectively. This enables them to offer a well run session, contributing to good learning opportunities for all children and ensuring children are kept safe and well cared for.

Leadership and management are good. Staff are positive in their roles and work well as a team and are supported closely by an enthusiastic supervisor and parent committee. All staff contribute to the planning for children and evaluate this to make improvements. Staff training and development is encouraged and annual appraisals help review their strengths and areas to develop. Staff are willing and keen to make changes and progress and have implemented several systems recently to ensure they can do this. For example they are in the process of completing several modules of a quality assurance scheme to enable them to evaluate the service they are offering and make changes and improvements to the pre-school. In addition, staff have started to evaluate their practices and look at ways of introducing new developments to improve the service they offer; goals are also set for the year to help develop the pre-school. Staff and the committee have made many changes recently to promote good outcomes for children and have become actively reflective, welcoming new ideas, suggestions and improvements. These aspects contribute to positive outcomes for children. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection in March 2004, the group were set recommendations relating to care and education. Staff now evaluate activities as they complete the focus sheets and complete a half termly evaluation. They involve parents by encouraging them to give feedback about their children's activities. Clear written procedures have been drawn up by staff for taking children on outings, in addition clear risk assessments and evaluations are also completed before and after any outings taken.

## **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

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 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):

- consider providing children with plates or bowls to eat their snacks from
- further enhance security of the pre-school

#### 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 offering children dressing up opportunities on a daily basis
- provide a range of information about how parents' can continue to promote their children's learning at home

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