

Stoke Gifford Pre-School

Inspection report for early years provision

Unique Reference Number	136089
Inspection date	25 May 2007
Inspector	Dawn Biggers
Setting Address	Poplar Rooms, North Road, Stoke Gifford, Bristol, Avon, BS34 8PE
Telephone number	07759595714
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Registered person	Stoke Gifford Playgroup Management Committee
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?

Stoke Gifford Pre-School opened in 1969 and operates from the Poplar Rooms in Stoke Gifford, Bristol. The pre-school serves the local and surrounding area. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday, Monday, Tuesday and Wednesday from 09.15 to 12.00, and Thursday and Friday from 09.15 to 13.00, during term time. All children share access to an enclosed outdoor play area.

There are currently 35 children from three to five years on roll. Of these 31 children receive funding for early education. Children attend for a variety of sessions. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs five staff, of these all of the staff, including the leaders hold appropriate early years qualifications. One of the play leaders has a teaching certificate. They receive support from the Pre-School Learning Alliance and the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Healthy eating is promoted well, as snacks such as fruit, vegetables and crackers, provide a good range of nutritious options. There is clear liaison with parents about meeting children's dietary requirements, for example, when food activities are planned. Healthy eating topics and discussion support their awareness further. Children begin to make drink choices, for example, they choose milk or water at snack time. They begin to understand about their own fluid intake for instance, they access the water dispenser for a drink. Children enjoy a sociable snack time, they independently collect their plate and cup, help themselves to fruit and begin to pour their own drink.

Good daily routines ensure children understand the need for good personal hygiene. They become independent in their self-care skills, for example, washing their hands in bowls of water before meals and after visiting the toilets. These are changed regularly and hand drying facilities, for instance disposable towels minimise the risk of cross infection. Children play in a clean environment where they learn to follow good hygiene practices. Staff set good role model examples, for instance, cleaning the tables with anti-bacterial spray. Children who are infectious do not attend, thus preventing the spread of illness. Parents are well informed about the procedures and recommended exclusion periods. All of the staff hold a current first aid qualification and this means they can give appropriate care if there is an accident. Records of accidents and the administration of medication meet the regulations. Staff obtain good information and training to administer, for instance, an epi pen, therefore procedures ensure children's medical needs are met well.

Children develop good awareness of their large muscle skills, as a broad range of activities and equipment contributes to their health and physical development. They participate in a good range of outdoor activities, such as tag, football, basket ball and tennis. Children throw over arm and attempt to catch the ball. They participate in action rhymes and musical activities indoors. They develop their co-ordination on the ride on toys and confidently manoeuvre these around obstacles. They learn to balance whilst walking on the beams and smaller equipment. Children begin to recognise the effects of exercise on their body as they become hot and tired during physical activity, for example, after their walk to the village. Staff facilitate children's awareness of what happens to their body when active, through discussion and noticing their heart beat and breathing changes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff vigilantly check the play areas, for instance, thorough risk assessments and daily checks minimise potential hazards. Good safety measures are in place; a stair gate is situated across the kitchen, socket covers and door protectors are used and children are supervised well when crossing the car park to the tennis courts and whilst using the outdoor equipment. There are effective procedures for the safe arrival and departure of children, as staff situate themselves at the door entrances and exit. The provision is secure during operation and this ensures no unauthorised person may enter the premises. Clear collection arrangements ensure children are safeguarded, for instance, parents provide information about who else may collect the child and a password. Higher staffing ratios are provided if children are taken on outings and these include support by parent helpers.

Children experience a warm, welcoming environment with displays of their work and posters. They are greeted by friendly staff and are keen to play. Children move comfortably in an environment that provides appropriate space. The good use of the outdoor facilities provides scope for many physical play opportunities, such as ball and racket sports and team games. There is appropriate, safe furniture and equipment in place to meet the needs of the children who attend. Staff vigilantly check resources to ensure these are safe. Children enjoy a broad range of toys and equipment, appropriately displayed on low-level tables and a rug. They access the filing box of art and mark making resources, enabling choice and accessibility in their creative play. The environment supports their independence, for example, they use the low-level coat pegs and child sized chairs.

Children begin to learn about fire safety, as they participate in fire drills. They begin to take responsibility for their own safety, as they discuss the green cross code whilst crossing the road during a trip to the church and train station. Activities develop their awareness further, such as using a drawn road way and cones indoors with the bikes. Children begin to develop an awareness of safety outdoors as staff set boundaries, for instance, children hold hands, are closely supervised and listen to the rules for the trip, before leaving the pre-school. Staff facilitate their awareness of potential hazards, for instance, they explain consequences of running and rocking on a chair. Children are safeguarded further, as staff have a good awareness of the local child protection procedures and understand their roles and responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children have fun at the pre-school, they enjoy playing and learning. They generally settle well and engage in the broad range of play activities. They participate in group music times, for example, following the beat of the instrument and explore the creative materials, "I'm making a pretend drink". They are familiar with the structure and routine of the day within a relaxed atmosphere, where they build good relationships with peers and adults. Staff frequently interact; they use questions and listen to children throughout the session. A key worker system monitors their good progress and an observation cycle enables all staff to contribute to this. Children begin to make decisions, for example, they use picture cards to make some choices for the following day's activities, contributing to the planning board.

Nursery Education

The quality of teaching and learning is good. Staff promote all aspects of children's learning and development well as they have a very secure knowledge of the Foundation Stage. The clear planning system incorporates a broad range of play experiences, also topics based on children's interests. The children's profiles are completed at regular intervals, which mean their learning is well planned and they make good progress. Staff use various methods to record this information, using observations and examples of children's work. However this system sometimes lacks continuity within their differing approaches. Staff interact frequently with the children therefore they encourage their good use of language, by asking questions, listening and showing interest. For example, children talk about their experiences of a recent film, "when the Gremlin falls, green goo comes out of them". Staff encourage them to think, for example, whilst playing with the trains a child shares, "the steam train needs coal". However, opportunities to link sounds to letters within the daily routine are less emphasised than in other areas. Staff encourage children's independence; they collect their plate and cup for snack time and sit together for story and registration. Staff extend children's play by incorporating good teaching methods, for example, they introduce problem solving skills for children during a rhyme, to calculate how

many pennies they need and how many currant buns are left. Staff ensure less able children are included, sitting with them during story time and encouraging their learning within the activities. They manage children's behaviour well and therefore they are generally responsive and engage well in the activities.

Children develop good number awareness; they confidently participate in daily rhymes and group activities and spontaneously use mathematical language, for example, whilst making play dough cakes, "my one's getting bigger and your one is getting smaller". Children explore information and technology, they hold short conversations on the phone and share their age whilst using the calculator buttons. Children show interest in sounds and letters, for instance, their name card on arrival, although do not sufficiently practise these skills within the daily routine. More able children begin to write their name and less able children begin to make marks, and use the glue sticks to make collages. Their good communications skills enable them to express their feelings, for example, they share who they want to sit by at snack time, and state, "I need to do a wee", whilst lining up to wash their hands. They experiment mixing two play dough colours together and identify that the colour changes. Children begin to develop their fine muscle skills; they cut the tape to attach their toilet roll to their picture. Less able children attempt to manipulate the adapted scissors and confidently share, "I made a cut". They use their senses, prodding and rolling the play dough whilst making cakes. They plan and build models with various construction sets, sharing what they are making, "it's a plane", and fly this above their head. They link the trains together, manoeuvring these on the carpet and floor area with agility. Children establish good relationships; they play in small groups as well as independently, for example, they enjoy looking at books and listening to the dentist story engaging in this with an adult and a peer. They share; "I have a filling". They begin to engage in a story, being prompted to role play aspects, using props during a group time.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. Parents are complementary about the friendliness and approachability of the staff and the care provided. At the initial meeting they complete an 'all about me' form and discuss the settling in process. Daily feedback and informal meetings with key worker enables parents to begin to discuss and contribute to their children's progress. Newsletters, topics and themes are regularly shared with them, and the parents' prospectus provides comprehensive information about the procedures and a good introduction to the Foundation Stage curriculum and early learning goals. The voluntary parents' rota also provides opportunities to see the range of activities that children participate in. Therefore, they are involved in their children's education and learning.

Within an inclusive environment, children are valued and respected as their individual needs are met well in close liaison with parents and other agencies. Therefore appropriate strategies are shared, for example, ideas from the speech therapist and Area Special Education Needs Co-ordinator (SENCO) are used to help support them within the whole group. Staff sensitively support children whose first language is not English. They use pictures, gestures, words and facial expressions to help them understand the routine and to extend their language. Staff are aware of their individual needs and monitor children's progress, for example, implementing an education plan and making regular observations, however these are not sufficiently reviewed. Therefore, information is not always consistently shared with parents about their progress towards these goals.

Staff are good role models; they are polite and offer guidance and support to all children within established boundaries. Therefore, children are generally well behaved, polite and help to tidy away, particularly when reminded by a peer. Praise and encouragement are used well and therefore children develop confidence and self-esteem. They enjoy the recognition of receiving a sticker reward, for example, for listening and walking well whilst on a trip. Their achievements are valued; therefore children share these with the staff, for instance, the construction model they have made. Children acknowledge their own achievements; they raise their arms above their head saying "yes" on completion of a puzzle and shout "goal" when their ball goes in the net. They begin to show respect for other children as staff reinforce positive messages, for instance "we use kind hands". They begin to show care and concern, for instance sharing their play dough with a peer joining the activity and take turns to lead whilst playing team games outside. Children's spiritual, moral, social and cultural development is fostered.

Children develop an awareness of diversity as they participate in various cultural and religious events throughout the year, for example, Diwali and Chinese New Year. They make candle holders, cards and try to copy some Chinese writing. They are introduced to foods from around the world. Children access resources which positively represent individuals from the wider world such as books, dressing up clothes and dolls. A welcome poster is displayed in different languages in the entrance area. As part of the theme 'where we live' they go on an outings, for example, walk around the village and visit the train station and church and create a map. Children learn about the wider world as the zoo visit and bring animals for them to touch and hold, such as the large snails. Children develop awareness of roles in the community, for example, the police person visits them to talk about stranger awareness. Children participate in fund raising activities such as the teddy bears picnic and bunny hop.

Organisation

The organisation is good.

The operational plan is organised well and records are up-to-date and meet the requirements of registration. The complaints procedure provides clear information about the setting's procedures and the pre-school appropriately understands their responsibility to maintain a record of any future concerns by means of a log. Robust recruitment procedures ensure staff are suitable to work with young children, although due to the established team these have not recently been used. Their good knowledge of policies and procedures supports children and promotes their wellbeing. These are generally effectively shared with the parents. Staff provide a relaxing, welcoming environment and children are familiar with the routines and engage in the activities with good interest. Space and resources support their learning and development well, enabling them to begin to make decisions in their play.

The leadership and management of the pre-school is good. The leaders and staff work effectively as a team, as clearly defined roles and responsibilities contribute to the overall good organisation. There is a clear commitment to the development of their practice and to the improvement of the provision, for example, the group are completing a quality assurance scheme. Staff are qualified, skilled and motivated, accessing training opportunities to support their learning and development. Daily communication and regular staff meetings enable staff to contribute to the broad range of experiences provided in the educational programme and to children's good progress. Appropriate systems monitor the quality and address areas of improvement; for example, information from parent's questionnaires is acted upon. However, assessment records and some reviewing procedures continue to be developed. Liaison with the Early Year's Foundation Advisor supports their practice and procedures. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous inspection recommended that the pre-school improve the safety procedures, records and child protection policy. The fire exits are free from obstruction, records are kept of fire drills and a visitors log records all people's attendance at the group, improving the organisation and safety arrangements. The child protection policy has been updated; therefore ensuring procedures clearly support children's safety and wellbeing.

The previous nursery education inspection included points for consideration; to continue to develop and monitor planning ensuring mathematical opportunities in regard to counting and problem solving are regularly included; to provide challenges for more and less able children to extend their skills, by recognising print in various situations, to write for a purpose and to use imagination in art and crafts; to continue to develop children's assessment and development records to ensure consistency for all children attending and to use these effectively to monitor and evaluate children's progress and learning. Regular staff meetings and key worker planning monitors all six areas of children's learning. Daily activities include regular opportunities for children to count and problem solve, for example, during free play and group times. Challenges are provided for all children to extend their skills, and they access magazines and books to see print in use and to use mark making resources at the creative table and home corner. Art resources are freely accessible in a filing box and children use their imagination to create pieces of art. Staff use observations to support the children's assessment records, as well as tracking a number of children each week. These are used to monitor and evaluate children progress and are beginning to be used consistently.

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.

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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):

- review procedures for supporting children with learning difficulties and/or disabilities.

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):

- continue to develop opportunities to link sounds to letters within the daily routine.
- monitor the continuity of children's assessment records.

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