

Mini Bugs Pre-School

Inspection report for early years provision

Unique Reference Number 960768
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Registered person Mini Bugs Pre-School

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?

Mini Bugs Pre-school is situated in the Southsea area of Portsmouth and was established in 1998. It is a registered charity and is organised by a voluntary management committee. The supervisor is responsible for the day-to-day management and organisation of the provision. The pre-school is based within Devonshire Avenue Baptist Church Hall and has the use of the church hall and access to an outside area. It serves children from all surrounding areas.

The pre-school is open term time only, Monday to Friday, from 09.15 until 11.45. The provision is registered to provide care for 40 children aged under five years. There are currently 43 children on roll; of these 35 children are in receipt of funding for nursery education. The setting is able to offer appropriate support to children who have learning difficulties and/or disabilities and English as an additional language.

There are seven members of staff employed to work with the children and five staff have relevant early years qualifications including NNEB and NVQ 3 in Childcare and Education. The setting receives support from the local authority and is an accredited member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children will receive appropriate treatment in the event of an accident because, at least one member of staff who is qualified in first aid is present at each session and first aid supplies are maintained well. Clear procedures are in place for the recording of accidents and the administration of medication. Records are consistently signed by parents and a form is sent home if children have an accident or complain of feeling unwell, ensuring parents are kept well informed. Good procedures are in place for dealing with children who may have a severe allergic reaction. Detailed information is obtained from parents relating to health concerns, doctor's details and contact numbers and staff have attended training to ensure they know how to respond should an emergency situation occur. Children learn about the importance of personal hygiene through consistent daily routines. They are encouraged to wash their hands at all appropriate times, to help prevent the spread of infection, although soap and paper towels are not consistently available. Staff maintain good hygiene practices and procedures, which help to ensure the pre-school is a very clean and healthy environment for children. For example, they thoroughly clean tables with anti-bacterial spray and wear disposal gloves to change pull ups and deal with toileting accidents.

Children's special dietary or religious requirements, allergies and parents' wishes are fully discussed and recorded in detail, ensuring their individual needs are met and respected at all times. The pre-school provides children with a wide variety of healthy snacks such as savoury biscuits, raisins, yogurts, sandwiches and fresh fruit. Children learn about healthy eating through conversations about the type of things they like to eat and what foods are good for them. Children can access drinking water independently at all times and they benefit from the implementation of a snack bar allowing them to make their own decision about when they want to have their snack.

Children enjoy a varied range of energetic physical activities, which contribute to their good health and physical development. They have daily opportunities to be active and reap the benefits of fresh air and exercise. They are given opportunities to develop bodily strength and co-ordination, by using a range of large play equipment during physical activity such as a climbing frame, slide, see saw and trampoline.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn about how to keep themselves safe through good support from staff who explain the consequences of their actions and the reasons for not doing something. For example, children know they must not run, push or snatch in the setting, as they could fall over, hurt themselves or someone else. Staff have a good awareness of their individual roles and responsibilities towards the safety of children and the premises. They carry out daily checks on the premises and outside play area and detailed written risk assessments are in place covering all aspects of the provision, ensuring the areas accessed by children are safe. The pre-school provides a warm and welcoming environment for children and parents. There are posters on the walls and free standing boards are used to display photographs and the children's work. Child sized tables and chairs are available, children have an area to sit and read books and bright coloured mats enable them to play on the floor in comfort. Children benefit from having access to a good range of appropriate toys, resources and play equipment which are safe, clean and

well maintained. They can access toys and resources easily and safely and are able to make their own choices of activities. The premises are very secure as a member of staff is stationed at the door to oversee children's arrival and departure. There are effective systems in place to ensure children are only released to known persons. The doors are kept locked during the session and a record of all visitors to the group is maintained, helping to keep children safe at all times.

Children are safe guarded from abuse and neglect because staff have a clear knowledge and understanding of child protection issues. They are aware of their role and responsibility to protect the children in their care and have attended relevant training. Detailed child protection policies and procedures are in place and these are shared with parents, to ensure they are aware of the setting's responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a wonderful time and thoroughly enjoy attending the pre-school. They are met at the door by a member of staff and are encouraged to hang up their own coats and self register on their arrival. They enter the setting confidently and are keen and eager to learn. Children flourish in the setting as they are well supported by staff who encourage them to become competent independent learners. A series of taster sessions are arranged to introduce children into the setting and staff work closely with parents, to ensure younger children feel secure and settle well into the group. Children under three have ample opportunities to make progress in all areas. Staff are implementing the Birth to three framework to plan activities and experiences and to monitor the progress of the younger children attending. Staff make observations of children's achievements and these are used to guide their planning, helping to ensure all children develop at their own rate and have opportunities to be involved in a good range of experiences to simulate their early learning and development.

Nursery Education

The quality of teaching and learning is good.

Children make good individual progress as staff have a secure understanding of how children learn and a good knowledge of the Foundation Stage curriculum. The nursery education programme is well organised and effective. The activities provided for children are linked closely to the stepping stones and a balanced programme is provided to ensure all six areas of learning are fully promoted. All staff are encouraged to be involved in planning activities and experiences for the children and they are given opportunities to fully contribute to the nursery education programme. The supervisor and deputy work together to review and evaluate routines and daily activities, to ensure they work well and the aims and objectives of each activity are met. Staff get to know the children really well and have a secure knowledge of their capabilities and interests, which enables them to differentiate activities to their individual needs. Children have opportunities to focus on one-to-one tasks and to participate in activities in both small and large groups. The daily routines offer a balance, with some parts of the sessions being structured and others allowing the children to express themselves freely and use their imaginations. For example, during free-play, role-play and while playing outside. Staff have a clear understanding of the development needs of children, knowing when to stand back and let play develop naturally and when to step in to offer support and guidance. A good range of meaningful, interesting and stimulating activities are provided for the children, ensuring they are engaged and occupied

through the session. Staff use effective questioning and they listen and respond enthusiastically, helping the children to develop self confidence and new skills.

Children participate well, joining in fully with all aspects of the session. They play an active role in their learning, as they self select resources and make their own decisions about where they want to play. Children's independence and self-esteem are well promoted and they are encouraged to have responsibility and make choices from the wide range of activities available to them. Children form good relationships with adults and other children and are sensitive to their needs. For example, not talking while others are speaking and sharing resources, waiting patiently for their turn when playing games. Children enjoy using the computer every day to enhance their learning, which enables them to develop their skills effectively. They are becoming familiar with the keyboard and are gaining good control of the mouse, as they access a varied range of age appropriate soft ware. Children enjoy experimenting and develop their skills through practical activities. For example, they measure each other and discuss their different eye colours and record the information on charts and graphs.

Children's speaking and listening skills are developing well as they talk confidently to the staff and their peers about themselves, their homes and their families. They listen and respond with enjoyment to stories and songs. They are beginning to understand that text has meaning. They are choosing books independently, handling them carefully and correctly, turning the pages and holding them the right way up. They are able to recognise their own names in print as they self register on arrival, hang up their coats on named coat pegs and find their name cards at snack time by themselves. Children have ample opportunities to practice their emergent writing skills. They write or attempt to write their own names in their work books and can help themselves to writing materials throughout the session. Staff make good use of incidental learning opportunities and planned activities for children to hear and say the initial sounds in words and the letters which represent them.

Children have many opportunities to develop their understanding of size and shape during practical activities. For example, they look at each others differences, measuring who is the tallest and the shortest. They say and use numbers all the time during their play as they talk about their ages, or how many times they have done something and how many items they have. Children show an interest in numbers and counting and have many opportunities to recognise numerals. They count everyday objects with confidence. For example, they count the children sitting at the table, the teddies, the Barbie dolls and the action men and they enjoy singing many number rhymes.

Children have ample opportunities to explore media and materials. They are able to create their own work and freely access the paints and other resources from the art and craft trolley, choosing their own colours and experimenting by mixing different paints. They use their imaginations extremely well during role-play as they negotiate roles with each other as they dress up and play in the home corner and pretend to do the washing and ironing and chat to their families on the telephone. Children exercise and gain physical control and they balance on beams and learn how to throw and catch a ball. They participate enthusiastically in group activities, such as songs and action rhymes and story sessions. They enjoy exploring sound and rhythm using a range of different musical instruments and participating in the "Sticky Kids" warm up time, singing along to the songs as they match large movements to music. Children's hand-eye co-ordination is developing well and they competently use a wide range of tools such as pencils, brushes, glue sticks and scissors.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and information is obtained through discussion and registration procedures to ensure all staff are aware of their individual needs and requirements. Staff work well to integrate all children into the group, welcoming them and their families into the setting. When children first attend, they have an induction and taster sessions and flexible settling in arrangements help to ensure children are extremely confident and secure within the pre-school. Children are encouraged to make decisions for themselves and develop a sense of responsibility, enabling them to play a full and active part in the pre-school. For example, they self select toys and equipment, help to pack away resources, pour their own drinks from the jugs provided and prepare their own sandwiches. Staff have a clear understanding of equal opportunities and implement the policies and procedures well. Children gain respect for others, their cultures and beliefs and they learn about a variety of festivals. For example, they take part in a Nativity play at Christmas, make lanterns and do dragon dancing to celebrate Chinese New Year and make thumb pots during Divali. They have access to a varied range of resources that reflect positive images of cultural diversity, helping them to learn about the wider world. Children's spiritual, moral social and cultural development is fostered.

The pre-school's deputy is the special needs co-ordinator for the group. She has a clear understanding of her role. She has attended relevant training, although her knowledge and understanding of the Special needs code of practice needs to be up-dated. She works with the parents and other agencies such as speech and language therapists, health visitors and the portage service, to develop individual educational plans, to support children with learning difficulties and/or disabilities with their progress and development.

Children's behaviour is very good and they show an awareness of what is right and wrong. They work and play together extremely well and recognise the need to share and take turns. Clear rules and boundaries are consistently implemented by all staff, so children know exactly what is expected of them. Staff act as positive role models and are friendly and courteous in all their interaction with each other and the children. Children are fully aware of behaviour expectations and can explain the settings 'Golden Rules'. Staff continually praise and encourage the children and their positive behaviour is rewarded with special stamps and stickers.

Children benefit from the friendly and informal relationships staff develop with their parents and carers. Staff take the time to get to know each child and their family well and they share information daily when they drop them off and collect them. Parents feel staff are kind, friendly and approachable and are able to discuss any issues that may arise with them in confidence. The welcome area in the entrance is used effectively to display relevant information about the setting and each parent received a copy of the pre-schools detailed policies/procedures. Parents are kept well informed via the notice board and regular newsletters. Although, the pre-school's complaints procedures does not advise parents of the setting's responsibility to respond to complaints made by them, in writing, and keep a written record of any complaints they make. They are welcomed into the group at any time, as the pre-school operates an open door policy and are encouraging them to be actively involved, by joining the committee or helping during the sessions.

The partnership with parents of children who are in receipt of funding for nursery education is satisfactory.

Parents receive appropriate information about the setting, including the group's aims and objectives. They are kept informed of topics and themes, but do not receive information about the Foundation Stage and the six areas of learning, which impacts on their understanding of how their children learn and develop through play. They are able to discuss their child's progress with their child's key worker at any time and are encouraged to attend an open day, where they can speak to staff about their child's development and discuss any concerns. However, parents are not encouraged to share what they know about their children's ongoing development or to add comments to their children's progress records about their learning at home. To help develop links between children's learning at pre-school and home, so that staff can use this information to help them identify the next steps in children's development and parents are able to contribute fully.

Organisation

The organisation is good.

Children are safe and well protected because the pre-school implements thorough recruitment and vetting procedures. New staff complete a formal induction programme and are provided with job descriptions and other relevant information, to ensure they are fully aware of their roles and responsibilities. Students, volunteers and parent helpers are given an advice leaflet, containing useful information about interacting with the children and the organisation of the sessions. This enables all adults working directly with children to understand how the group operates and what is expected of them. The committee play an active role in the pre-school, providing support for the supervisor and the staff. They work well as a team and communicate effectively through informal discussion and formal meetings, helping to successfully promote good outcomes for children and ensure their safety and well-being. Children are fully occupied and engaged throughout the session because the routines are well organised and they are provided with many play and learning opportunities during their time at the setting. All the required paperwork and documentation which contributes to children's health, safety and wellbeing are in place and have been maintained to a high standard, with a minor area identified for improvement. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the setting is good.

The supervisor has a professional approach and has a clear understanding of her role and responsibilities. She plays an active role in the pre-school, supporting, encouraging and motivating the staff team and in her absence the group is ably led by the deputy supervisor. Staff are fully committed to improving the quality of care and nursery education for all children. They are enthusiastic, motivated and attend many training opportunities to improve their knowledge and understanding. Children make good progress towards the early learning goals because the curriculum planning is detailed and activities are differentiated to ensure their individual needs are being met. The key workers observe and record the children's achievements and they identify the children's next steps in their learning. This information is then used to inform the curriculum, to enable staff to plan activities which are aimed at their level of understanding, providing sufficient challenges and stimulation to hold their interest and ensure they make good progress in all six areas of learning.

Improvements since the last inspection

At the last inspection the provider was asked to ensure a statement of the procedure to be followed in the event of a child being lost is in place. A clear written procedure is now in place,

ensuring staff are fully aware of how to respond should this situation occur, helping to keep children safe.

At the previous nursery education inspection the following key issues were raised.

Provide opportunities for children to access their own resources in creative activities so that they can express their own ideas, thoughts and feelings in colour, texture, shape and form.

Children can now freely access a range of art and craft resources throughout the session and are encouraged to be creative and explore different media in art and craft activities.

Continue to develop partnership with parents so that parents have more opportunities to be informed about the Foundation Stage curriculum and their children's progress and achievement.

Parents are invited to share information about what their child enjoys when they start pre-school and are invited to contribute to their initial assessment. They are encouraged to attend an open day where they can discuss their child's progress towards the early learning goals and view their development records. However, they are not involved in the ongoing assessment of their children and systems to enable parents to encourage and support their children's learning in the home need to be further developed.

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):

- ensure the complaints procedure is up-dated to reflect changes in regulations.

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):

- provide parents with information of the Foundation Stage and the early learning goals their children are working towards and further develop ways to fully encourage their participation and involvement in the children's learning.

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