

Deverell Hall Pre-School

Inspection report for early years provision

Unique Reference Number	110367
Inspection date	12 September 2007
Inspector	Alison Jane Williams

Setting Address	The Deverell Hall, London Road, Purbrook, Waterlooville, Hampshire, PO7 5JU
Telephone number	023 92240645
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Registered person	Deverell Hall 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

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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?

Deverall Hall Preschool opened in 1970. It operates from the Deverall Hall in Purbrook, Waterlooville and serves families living in the local area. The accommodation includes the main hall, an additional room, kitchen, toilets and an outside play area. The group is run by an elected committee of parents and the day to day running of the pre-school is the responsibility of the supervisor. There are currently 59 children aged from two years, nine months to under five years on roll, of these 41 children receive funding for nursery education. The group is open five days a week during school term times. Sessions are from 09:15 until 11:45 Monday to Friday, and Monday, Wednesday and Friday afternoons from 12:30 until 15:00 and children can attend for a variety of sessions. The group are able to offer appropriate support to children with learning difficulties and/or disabilities and children with English as an additional language. The pre-school employs six staff to work with the children, five of whom, have relevant early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to understand the importance of healthy eating through daily discussion, as staff talk about which types of food are good for them. A snack bar system is in operation and children are provided with a varied range of healthy snacks, such as raisins, breadsticks, carrots, cucumber and fresh fruit. Their independence is promoted as they help themselves freely and pour their own water from the jugs provided. Children's special dietary or religious requirements, allergies and parents wishes are fully discussed and recorded, ensuring their individual needs are met and respected at all times.

Children learn about the importance of personal hygiene through consistent daily routines. Liquid soap and individual paper towels are provided to help prevent the spread of infection. Children are encouraged to wash their hands independently after visiting the toilet and doing messy activities and before snack time. Staff implement appropriate hygiene procedures, to ensure the pre-school is a clean and healthy environment for children. For example, they wear disposable gloves when changing pull ups and dealing with toileting accidents and they clean kitchen surfaces with anti-bacterial spray. At least one member of staff who is qualified in first aid is present every session and first aid supplies are well maintained, ensuring children receive appropriate treatment in the event of an accident. However, accident records lack sufficient detail. Parents are not consistently asked to sign to acknowledge they have been informed that medicine has been given to their children and their written consent to seek emergency medical treatment or advice is not in place.

Children enjoy a broad range of energetic physical activities, which contribute to their good health and physical development. They have daily opportunities to exercise and play outside to help them gain a knowledge and awareness of their own bodies and build up confidence in themselves. Children have access to an enclosed outside play area with a wide range of equipment including balls, hoops, bean bags, bikes and scooters. They benefit from a variety of physical play opportunities, with regular visits to the park and walks around the local area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a very safe and secure environment. The premises are clean, bright and well maintained and the kitchen and toilet facilities have recently been refurbished. Staff are fully aware of their individual roles and responsibilities towards the safety of the children. They carry out daily checks on the premises and outside play area before each use, to ensure all areas accessed by children are safe and free from potential hazards. All visitors have to ring a bell to gain access and sign in the visitor book to maintain a record of everyone in the group, helping to further ensure children's safety. Staff are vigilant and children are kept safe and well supervised at all times. For example, as the toilets and outside play area are some distance from the main hall, children are always escorted and staff use walkie-talkies to communicate effectively between the various areas used by the children.

Children benefit from a wide and varied selection of toys, resources and play equipment which is suitable for their needs. Staff ensure toys and equipment are kept in a good condition, safe and well maintained, as they are checked on a daily basis and regularly cleaned. Children learn how to keep themselves safe. For example, staff help them to develop an awareness of road

safety when on outings. Emergency evacuation procedures are in place and fire safety equipment is regularly maintained, although children have not practiced a fire drill for six months, so many of them are unaware of how to stay safe in the event of a fire.

Children are safe guarded from abuse and neglect because staff have a suitable awareness of their role and responsibility to protect the children in their care. A written child protection statement is in place, although this has not been amended to reflect the recent changes to the local Safeguarding Children's Board. Staff have not up-dated their knowledge and understanding of child protection issues and procedures, to ensure they are aware of the relevant agencies to contact and the correct procedures to follow, should concerns be identified.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are well cared for and build sound relationships with staff and other children. They are happy and settled and enjoy attending the pre-school. They enter the group eagerly and search out their friends. They settle quickly on their arrival, as they are met at the door by a member of staff. They self select resources and make their own decisions about where they want to play. They participate well, joining in fully with all aspects of the session and they play an active role in their learning. Positive interaction between staff and children ensures they develop a strong sense of self assurance and belonging to the setting. They have a wonderful time and benefit from the secure and loving environment in which they play and begin their early learning. Staff continually praise and encourage children helping them to develop confidence and learn new skills. Children under three have appropriate opportunities to make progress in all areas and benefit from spending time with older children, who are familiar with the daily routines and behaviour expectations within the setting.

Nursery Education.

The quality of teaching and learning is satisfactory.

The quality of teaching and learning is satisfactory. The daily routines offer a balance allowing children opportunities to participate in both large and small group activities and to focus on one-to-one tasks. Some parts of the sessions are structured, while others allow children freedom of choice. Staff have a clear understanding of the development needs of young children, knowing when to stand back and let play develop naturally and when to step in to offer support and guidance. The pre-school supervisor has a clear understanding of the Foundation Stage. This enables her to plan a balanced programme which covers the six areas of learning. Activities are linked with the stepping stones to ensure children's progress can be monitored. However, there are no systems in place to assess children's initial starting points, which means it is not always easy to identify how much progress individual children have made since attending the setting. Although, observations of children's progress are ongoing, their individual records of their achievements are not up-dated regularly. To enable staff to use this information effectively to inform the curriculum and ensure the needs of all children are being met. As a result, children are not successfully challenged in all areas of their learning.

Children enter the setting confidently and are keen and eager to learn. They concentrate well during most activities provided, they suggest ideas and interact with each other appropriately. They are able to listen to staff and follow simple instructions. Children are developing good self care skills and their independence is well promoted. For example, they put on dressing up clothes and wash and dry their hands. They are beginning to understand group rules such as

not running, sitting still, taking turns and listening to each other. Children build strong relationships with the staff talking openly throughout the session and confidently asking questions.

Children are beginning to recognise their names in print, as they hang their coats on named coat pegs and find their name cards at snack time. They enjoy listening to stories and staff encourage them to sit quietly during story time and then ask them questions, recalling what happened or asking them to predict what's going to happen next. Children's spoken language is developing appropriately, they are able to explain their ideas and express their feelings. They are beginning to understand that text has meaning as they handle books independently and hold them correctly. They enjoy a varied range of books and talk about which ones are their favourite stories. They pretend to read to each other and sit with staff to share books individually and in a small group. Children have ample opportunities to practise their emergent writing skills. They can help themselves to writing materials throughout the session and pens and paper are available in the role play area to enable them to develop their understanding of writing for a purpose such as messages, shopping lists and menus.

Children's knowledge and understanding of the world is extended through discussion and practical activities. They learn through their senses about the basic properties of solids and liquids, as they play with sand and water and they use a microscope to examine living things such as leaves and insects. Children are developing their sense of time, through consistent daily routines, helping them to know exactly what will happen next. They observe how things change over a period of time as they grow plants and watch the trees in the park through the seasons. They build and design their own ideas using construction toys and make models from re-cycled materials. They have access to a varied range of resources that reflect positive images of cultural diversity and they explore the world around them and learn about other countries through discussions and topics on countries such as Spain and Mexico. They have opportunities to access a range of everyday technology and they use programmable toys with confidence. However, children have only limited access to a computer as the pre-school has to share one with other groups in the local area.

Children use mathematical language in their play. Talking about big, biggest and small and smallest as they compare the sizes and shapes of different boxes and they recognise when sand and water containers are full and empty. Children say and use numbers all the time during their play. They enjoy singing number rhymes such as 'Five Currant Buns'. Staff encourage the children to count and make the most of incidental opportunities to recognise numbers. For example, when walking around the local area, children search for different house numbers and count cars.

Children have ample opportunities to explore media and materials during art and craft activities. They use their imaginations well during role play. They develop their own ideas and negotiate roles with each other as they dress up and pretend to be firemen and policemen and pretend to cook cakes and sausages, in the home corner. Children participate enthusiastically in group activities, such as singing, action rhymes and story sessions. They enjoy exploring sound and rhythm using a range of different musical instruments.

Children's hand-eye co-ordination is developing well. They competently use a range of tools, such as knives, cutters and scissors. They develop balance and co-ordination as they negotiate an obstacle course and use apparatus such as a climbing frame, balancing beams and a parachute. They run around and exert themselves and enjoy music and movement and playing circle games. They move around the setting freely and confidently from one play area to another.

Helping children make a positive contribution

The provision is satisfactory.

When children first attend the pre-school, a series of introductory visits are arranged and parents are welcome to stay with their child for as long as necessary until they are happy, confident and ready to be left in staff's care. Children are valued as individuals and information is obtained through discussion and registration procedures to ensure staff are aware of their individual needs and requirements. Staff have a clear understanding of equal opportunities and implement the policies and procedures well. Children's spiritual, moral social and cultural development is fostered. They gain respect for others, their cultures and beliefs as they learn about a variety of festivals, such as Ede, Ramadan and Chinese New Year and are introduced to new foods and traditions. For example, to celebrate Chinese New Year they listen to traditional stories, taste fortune cookies and write their names in Chinese script.

Although, she has not yet completed relevant training on the Special Educational Needs Code of Practice, the special needs co-ordinator has an appropriate understanding of her role and she attends regular meetings for information and support. Children's individual needs are being met because staff have detailed discussion with parents and clearly record relevant information relating to children's specific needs. Suitable systems are in place to support children and their families and the setting have built close links with other agencies, such as educational psychologists, health visitors and the portage service, seeking support and advice when necessary.

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. They continually praise and encourage the children and give special stickers as rewards, helping to promote their confidence and self-esteem.

Children benefit from the friendly and informal relationships staff establish with their parents and carers. Parents are kept informed via the notice board and regular newsletters and there is a verbal exchange of information daily. Staff take time to get to know each child and their individual family circumstances. Parents are encouraged to take an active role in the group by joining the committee. They welcomed into the group at any time and are actively involved in fundraising and organising special events and outings. Parent find staff are kind and approachable and like that the staff encourage the children to call them 'aunties'. However, relevant parental consents are not in place, to ensure their wishes can be respected. Accident records are not sufficiently detailed, to ensure parents are kept fully informed. Medication records have not been signed by parents, which could impact on the children's health, as parents may be unaware that medication has been given to their child. 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 to keep a written record of any complaints they make. The provider is in breach of a regulation, by not having a system for the recording of complaints.

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

Parents receive appropriate information about the setting. Staff and parents discuss what children have done in the session, they are kept informed of topics and themes and activity plans are displayed on the notice board. Although, they 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. Parents are able to discuss their child's ongoing progress with their child's key worker at any time and are encouraged to make an appointment, where they can speak to staff about their child's development and discuss any concerns. Parents can access the assessment records, which are used to record children's progress towards the early learning goals. They are invited to share information about what their child enjoys when they start pre-school, although are not invited to contribute to the initial or ongoing assessment of their child, which impacts on parent's ability to fully contribute to their child's learning.

Organisation

The organisation is satisfactory.

Staff are suitably qualified and experienced to care for children and thorough systems for staff recruitment and vetting, ensure children are safe and well cared for. The daily routines are well organised, the sessions run smoothly and children move freely from one activity to another. They are occupied and interested during their time at the setting. Suitable staff ratios are maintained at all times and staff are deployed appropriately, to enable them to provide supervision and support for the children. Staff work together well as a team and communicate regularly through informal discussion and formal meetings, helping to provide a harmonious environment for children to play and learn. They are committed to improvement and have attended various course and workshops. However, they have not ensured the knowledge and understanding is up-dated in all required areas. Children are protected because suitable written policies and procedures are known and implemented by the staff, although these have not been up-dated to reflect changes in current practice and regulations. Most of the required paperwork and documentation is maintained to an appropriate standard, although the recording of the administration of medication is not organised sufficiently to fully support children's welfare and safety and insufficient record keeping does not ensure parents are always kept fully informed. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the setting is satisfactory.

The committee play an active role in the pre-school, providing support for the supervisor and staff. Roles and responsibilities are defined, ensuring that most procedures are followed to protect the children and the staff. Staff organise the nursery education programme, so a balanced curriculum is provided, which covers the six areas of learning sufficiently. This helps to ensure all children make steady progress towards the early learning goals, during their time at the setting. The manager reviews and evaluates the daily routines and activities to ensure they work well and the aims and objectives of each activity are met. However, documentation to track children's progress is not completed regularly, to enable staff to clearly see the stage of children's development and ensure planning is linked to their individual needs. Consequently, although children are happy and engaged, staff need to ensure their progress and development records are kept up-to-date, to help them to build on what children already know and ensure children receive sufficient challenge across all aspects of the session.

Improvements since the last inspection

At the last inspection the group were asked to ensure that all policies are accurate and up to date. Policies and procedures have still not been reviewed or up-dated since they were adopted in 2004, to ensure they reflect current practice and changes in regulations. For example, the pre-school's children protection policy has not been updated to reflect the recent changes

to the local Safeguarding Children's Board and the pre-school's complaints procedures has not been up-dated to reflect changes made in regulations.

To ensure that confidentiality is maintained by not naming children in newsletters. Children's records are stored securely in a lock filing cabinet. Parents feel able to talk about any issues that may arise and a separate room is available for private discussion. Children are not named individually in the newsletter, ensuring confidentiality is always respected.

To ensure that the registration system accurately records the times of children and staff's arrival and departure and continue to further develop the operational plan. Children attend the pre-school for set sessions and the times they arrive and leave the setting is the same each day. Staff have a separate signing in book and if children were to arrive late or leave the setting early for any reason, this would be recorded in the register, helping to ensure an accurate record is maintained. The setting intends to seek guidance from the local authority and will continue to further develop the operational plan.

To ensure that written records relating to medication administered to children is signed promptly by parents.

There are procedures in place regarding the administration of medication, whereby staff obtain written consent from parents to administer prescribed medicine. However, parents do not always sign to acknowledge the entries that medication has been administered to their child, which could impact on the children's health as parents may be unaware that medicine has been given.

To request written permission from parents for seeking emergency medical advice or treatment. At the time of inspection forms had been produced to enable consent to be obtained. However, these had not been completed by the parent, to ensure staff are able to respond appropriately in the event of an emergency.

At the previous nursery education inspection there were no significant weaknesses to report, but consideration was asked to be given to the following.

To review written activity plans to ensure that all staff are aware of the intended outcomes and can make the most of learning opportunities. The written activity plans are now linked to the stepping stones, so all staff are aware of the aims of each activity and they use discussion and open-ended questions well, to extend children's learning and experiences.

To introduce a system so that parents and carers are regularly informed of their children's progress and provide more opportunities for parents and carers to contribute towards their children's learning. Staff ensure they are available for discussion at the beginning and end of each session. They actively encourage parents to share any issues and relevant information which could impact on their children. Since the last inspection the pre-school has introduced an 'Open Day' when parents are invited into the group to view the children's work and find out more about the setting by talking to staff and committee members. However, parents are not given the opportunity to contribute toward the initial and ongoing assessment of their child and their participation and involvement in children's learning is not fully encouraged.

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 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):

- ensure parents sign to acknowledge the administration of all medication and that their written permission to seek emergency medical treatment or advice is obtained
- ensure all children are aware of the setting's emergency evacuation procedures
- improve knowledge and develop systems for the recording of complaints and ensure the complaints procedure is up-dated to reflect changes in regulations
- ensure that all records, policies and procedures which are required for efficient and safe management of the provision are reviewed and up-dated, on a regular bases
- develop staff's knowledge and understanding of the Code of Practice for the identification and assessment of Special Educational Needs and the local Safe Guarding Children's Board Procedures

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 on the Foundation Stage and include opportunities for parents to contribute to the initial and ongoing assessment of their child and for them to be informed about their child's next steps for development and how they can support learning in the home
- develop a system for making an initial assessment of children's starting points and improve the systems to record their progress and development accurately, so that correct information can be used to inform the planned curriculum to reflect children's needs and plan the next steps in their individual learning

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