

Partridge Green Pre-School

Inspection report for early years provision

Unique Reference Number	113631
Inspection date	21 June 2007
Inspector	Jill Steer
Setting Address	The Village Hall, Partridge Green, West Sussex, RH13 8QN
Telephone number	07880 744240
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Registered person	Partridge Green 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?

Partridge Green Pre-school is run by a committee with charitable status. It opened over 30 years ago and operates from two rooms of the village hall in Partridge Green. The pre-school is open each weekday from 09.05 to 12.05 during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from two to under five years on roll. Of these 19 children receive funding for early education. Children attend from the village. The nursery supports children with disabilities.

The nursery employs six members of staff. Of these, five hold appropriate early years qualifications and one staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy the opportunity to take part in physical play on a daily basis, which contributes to their developing a healthy lifestyle. They practise their skills outdoors as they pedal and manoeuvre bikes between cones and balance on stilts, whilst indoor activities enable them to practise balance and co-ordination as they climb up the rope ladder hand over hand to get to the top of the climbing frame. Children competently use tools such as scissors and hammers, which help develop their hand and eye co-ordination.

A healthy selection of fresh and dried fruit are available for the children's snacks. Staff take the opportunity to discuss the food with the children, pointing out the different coloured apple for example, which encourages them as they eat. Children are familiar with the routine of taking their named picture from the board and handing it to the member of staff supervising snack time. They pass the plate of fruit to each other and chat amiably as they eat. A choice of individual cartons of fresh milk or their own cup of drink accompanies the snack which they can also help themselves to whenever they are thirsty in order to remain hydrated.

Children develop and understand good hygiene practice, which protects them from the spread of infection. They are encouraged to wash their hands after using the toilet and before eating and the facilities allow them to manage independently, developing their confidence. A sequence of photos of children hand washing reminds the youngest children of the procedure, for example pushing up their sleeves first. However, the open door to the main hall exposes children to everyone in the main hall as they use the toilet. Staff attend suitable first aid training to ensure they are able to treat children's minor injuries, and to care for them if they become unwell.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a very welcoming environment. They arrive happily and settle extremely well, needing little support from their parents and the staff who are on hand ready to greet and talk to them. The well organised environment is arranged into specific areas of activity, which the children can move between freely to enjoy their chosen activity. For example, they may choose to be energetic on the physical apparatus in the hall, sit at an activity or go outside in the fresh air. Daily risk assessments enable staff to identify and reduce any potential hazards and ensure suitable precautions have been taken where necessary.

The welfare of the children is safeguarded because staff are familiar with the setting's child protection policy and understand their responsibility if they have concerns about any child. They know to report their concerns to the supervisor but are not very clear about all the possible signs and symptoms.

There are effective procedures in place for the safe arrival and collection of the children. Parents and children enter through a large room leading to the main hall, with clear displays of information for parents. Children then find their named picture to hang on a board, marking themselves in. Children learn how to keep themselves and each other safe through the group's guidelines. For example, picking things up from the floor, pushing their chair back under the table when they move away, and using the equipment as it was intended.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled within the setting and benefit from stable relationships with established staff members. Children arrive confidently and quickly settle as they make independent choices about their play. For example one child eagerly chooses to sit and concentrate for some time at the computer, whilst others go to play together at the train set. They are keen to learn and are encouraged to try out new skills which fosters their emotional well-being and helps them to achieve well. Younger children learn from a range of activities that are stimulating and well balanced. They delight in choosing hands on activities, such as painting and dough modelling. This captures their interest and provides many opportunities to explore and experiment.

Staff support children extremely well, providing them with plenty of praise and encouragement. They help children express their thoughts and ideas and follow their individual interests. Staff are skilled at encouraging children's interest. For example, when no-one is using the construction a member of staff begins to build and children quickly join in. The following day children confidently build for themselves without waiting. Comprehensive planning covers all areas of learning and ensures children benefit from a broad range of activities and experiences.

Nursery Education

The quality of teaching and learning is good. Staff have a sound understanding of the Foundation Stage and support children's progress through the stepping stones. They plan and provide a wide range of meaningful topics and experiences which interest children and which cover all areas of learning. However, planning for mathematics is limited and children's development records show less progress than in other areas. Children enjoy getting fully involved in themed activities which are well planned and presented, with positive learning intentions and which arouse their natural curiosity. For example, they have each planted a pot of sunflower seeds which they check for water until they grow and the children can measure whose is tallest. Observations inform staff of children's progress, enabling them to plan the next stage in learning and development. However, the planning does not show how activities are adapted for children of all stages of development to be involved and suitably challenged in order to progress to the next stage in their learning.

Children have warm and friendly relationships with both staff and each other, which gives them the confidence to ask questions in order to develop their thinking. There are many opportunities for children to see and hear how words and letters sound. For example, they use phonics to sound out initial letters of the animals in the song. Children enjoy books and stories, choosing to sit and 'read' books to groups of their friends. Children count confidently in a variety of situations during everyday activities. Children access writing materials easily which enables them to develop their independence. They begin to understand that letters and words have meaning while using writing for a purpose, such as putting their names on their art work and writing shopping lists.

Helping children make a positive contribution

The provision is good.

The partnership with parents is good. All children are valued as individuals and their needs are effectively met using the information gathered from parents. This contributes considerably to children's well-being whilst at the nursery. Parents are informed about their children's progress

through daily discussion with the staff. Regular newsletters and the weekly planning displayed, keep parents informed about topics and activities within the nursery which enables them to become involved in what the children are doing. This helps ensure children's care is shared between nursery and home, establishing a strong link between parents and staff within which children develop and feel secure.

Children demonstrate a sense of belonging as they share their experiences about their own lives and families. Children are treated with respect, helping them to feel good about themselves. Staff have a positive attitude towards diversity and help children develop an awareness of their own and other cultures. Planned activities and a good range of resources help them celebrate a variety of festivals. Children's spiritual, moral, social and cultural development is fostered well.

Children behave very well, they share and take turns, playing together harmoniously. Staff are calm and consistent, reinforcing and praising children's good behaviour, encouraging their feelings of self-worth. Children with additional needs are welcomed into the inclusive environment and staff provide appropriate levels of additional support as necessary, including working with outside agencies if required. Systems are in place to ensure children are fully supported and their needs met through cooperation between staff, parents and outside agencies.

Organisation

The organisation is good.

Children are comfortable and feel at ease in the setting because staff create a relaxed and welcoming environment. All children benefit from good support by a team of committed staff who enjoy their company and know them well. The setting is well organised and children are able to play happily both indoors and out. There are good ratios of staff to children and staff are well deployed at all times. All policies and procedures are in place to promote children's well-being, and these are regularly updated to ensure current best practice. All the required documentation is in place, well maintained and stored efficiently and confidentially.

Leadership and Management is good. Management has a high regard for the staff team. They work well together, and clear communication and guidance allows them to provide a stimulating, well-balanced programme. Individual staff training needs are identified, with staff attending a range of courses to ensure they can fulfil their individual roles. Management evaluate the service provided and there is a strong commitment to creating a rich learning environment for children. All staff have a good understanding of the Foundation Stage and contribute to the curriculum planning, providing a comprehensive timetable of play based learning. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to consider how activities and themes are planned to link them to children's individual needs and providing first hand experiences and consider the organisation of staff when children are playing outside and when tidying up. Staff now ensure all areas of the outdoor area have staff supervising and supporting the children and although the planning includes activities and themes, it is not linked to individual children's needs.

They were also asked to consider the arrangements for hand washing having regard to safety and hygiene and to ensure a risk assessment is undertaken and that fire drills are held regularly.

Children now use liquid soap and wash their hands at the basin, each child using fresh water to minimise the risk of infection. Regular fire practises take place each term so the children learn to evacuate the building safely and calmly.

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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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):

- improve children's privacy in the toilet area

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):

- improve the learning opportunities for children's mathematical development
- ensure planning clearly shows how it incorporates the next steps in each child's learning and share it with all staff to enable them to support the children's development

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