

# Grange Under Fives Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	110486
<b>Inspection date</b>	14 May 2007
<b>Inspector</b>	Coral Hales
<b>Setting Address</b>	Drummond Community Centre, Drummond Road, Hedge End, Southampton, Hampshire, SO30 2AD
<b>Telephone number</b>	01489 799771
<b>E-mail</b>	
<b>Registered person</b>	Grange Under Five's Pre-School
<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?

Grange Under Fives Pre-school opened in 1990 and operates from two rooms in the Drummond Community Centre in Hedge End, Hampshire. A maximum of 24 children may attend the pre-school at any one time. The group is open each weekday during school term times from 09:15 until 12:00 and additionally from 13:00 until 15:30 on Mondays and Wednesdays. All children share access to a secure, enclosed outdoor play area. The pre-school serves the local area.

There are currently 51 children aged from two to under five years on roll. Of these, 43 children receive funding for early education. It is a policy of the group not to accept children until the age of two-years-nine-months.

The pre-school employs seven staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The staff receive support from an advisory teacher from the local authority and from a pre-school development worker.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is effectively promoted and they are encouraged to take some responsibility for meeting their own health needs. For example, they freely access the toilet facilities and are generally independent in their practices. Children are protected from infection and are well taken care of if they have an accident or become ill because effective systems are in place. The majority of staff are first aid trained and consent for emergency treatment/advice is maintained.

Children are suitably nourished because the staff ensure that healthy and nutritious snacks are served, for example, children enjoy fruit bread, fruit, vegetables and crackers and cheese. Children help themselves to drinks of milk or water at snack time, and water is available throughout the session. As they sit and enjoy their snack together they begin to become aware of different foods and why they are good for them. Staff sit with them to further develop and extend their knowledge.

Children have daily opportunities to use the garden and a good selection of activities are set out for them to take part in. For example, the children enjoy playing with construction sets and water play, whilst others play happily with the tunnels, walk along the balancing beam and enjoy being out in the fresh air.

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

The provision is good.

The pre-school has good systems for ensuring the safety of the children and the premises at all times. For example, risk assessments are made of all areas within the setting and these are regularly reviewed. Good safety practices are in place when taking children out in the community, for example, parental consent is requested and ratios are maintained. Children learn about helping to keep themselves safe as they play, tidy away and as they move around the premises. For example, they are gently reminded not to run indoors and to be aware of others around them as they move between activities. Children know procedures to follow in an emergency as they, for example, take part in regular fire evacuations.

Children use resources and take part in activities that are well suited to their age and ability. These are well-maintained and suitably displayed to allow children free access to allow them to develop their own play as they wish. Children's welfare is promoted and safeguarded because of clear child protection policies although these are not fully up to date with new guidance. These are shared with the parents. Staff have a clear understanding of known indicators of abuse and are aware of the correct procedures to follow. Staff are, however, not fully secure in their knowledge of the Local Safeguarding Children Board guidance.

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

The provision is good.

Children are motivated and interested in the broad range of purposeful and developmentally appropriate indoor and outdoor activities which promotes their learning. They are happy, enjoy coming to the pre-school and have a positive attitude to learning. Children make good progress because the staff know them well and close and caring relationships are evident.

## Nursery Education

The quality of teaching and learning is good. Children's personal and social skills and their self esteem develops well as they play. Activities are well set out and stimulating and interesting play experiences are provided. Staff base these on their knowledge of individual children and their current level of development and understanding. Staff organise play and learning opportunities for children to enjoy, however routines can restrict the time for children to have their learning extended. All staff contribute towards the planning and make good use of regular meetings to discuss their ideas. Staff observe children and take notes which are added to children's records to ensure individual needs are recognised and these are regularly shared with parents. Written planning covers a selection of stepping stones and how children's learning will be achieved, and the focus activity is effectively evaluated. However, planning does not always clearly show other learning objectives of other activities. The new routine of free-flow play ensures children have very good opportunities to follow their own ideas and interests. Staff have created a calm working environment where children can work productively, ask questions and grow in confidence.

Children respond enthusiastically to the good range of exciting resources on offer. They are confident and can play well on their own or with others and small group activities for example, playing with the dough encourages children to play cooperatively, take turns and share. Praise is given freely, ensuring that children develop confidence and self-esteem and understand when they have done well. Children are provided with many opportunities to experiment with writing as they make marks, form letters and begin to write their name. They are clear and fluent speakers and use their developing vocabulary well to express themselves. Children do not have many opportunities to discuss events important to themselves in a group situation. Most children show a good awareness of the listener, can initiate conversations and give explanations for example, what their picture is about and who it is for. They enjoy stories although some find it difficult to sit and listen in a large group and this sometimes interrupts the concentration of the other children. Children confidently count to nine and beyond and some can recognise how many items without counting. For example, one child knew he had twelve dough cakes in the tin without counting. They experiment with items in water and learn about heavy and light as they observe what floats and what sinks. Children enjoy taking part in cooking activities and weigh out ingredients and use shaped cutters to cut out their biscuits.

Children show curiosity and interest in their environment and their observation skills are well supported and encouraged by staff. For example, following a walk around the locality children create buildings to represent what they have seen. They are able to construct using a good range of resources often following picture instructions. Children are interested in how things work for example, they enjoy finding out how programmable toys operate. They use simple working technology such as telephones, 'washing machines' and 'microwaves' and record their voices on an audio tape machine. Children develop a sound understanding of time as they follow the current theme. They create a display to highlight activities that take place during the day, for example, they collage pictures to show mealtimes, playtime and bedtime. Children have a good understanding of the local community around them and plans are in place for them to be part of the village carnival. Regular visits from, for example, the fire officer help them to develop knowledge of others. Through a wide range of activities, children develop an awareness of the wider world. They learn about different countries, for example Spain, and try Flamenco dancing and enjoy Spanish fruits.

Children are able to use their imagination fully and show through their play that they understand everyday activities, for example, during role-play they show care and concern for the 'babies'

in their care. They enjoy a good variety of creative activities on a daily basis and cut, stick, paint, collage and create whenever they wish. Children's senses are stimulated through for example, different tactile experiences with paints and soft modelling material, water and sand. They enjoy a wide range of physical activities that help them to develop their confidence and skills when using large and small apparatus, tools and equipment. For example, they balance on beams, crawl through tunnels and handle small world toys and tools with developing skill. Children have a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy.

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

The provision is good.

Children develop caring and cooperative relationships and begin to show respect for the needs of others and are encouraged to be helpful to each other. They have a positive attitude towards themselves and one another and recognise the need to share and take turns when involving themselves in each other's play. Children's spiritual, moral, social and cultural development is fostered. Children have many opportunities to learn about the world around them through planned activities, visitors to the pre-school and outings to local places of interest. For example, they walk to the shops, visit the vets and the local church.

The Special Educational Needs Coordinator (SENCO) helps ensure children with special needs are identified at an early stage. She works closely with the parents and other professionals to ensure children make good progress. Children are well supported and appropriate paper work is in place and this is used effectively. Children begin to understand right from wrong and behave generally well and are supported by staff who encourage them to be kind to each other. Staff manage children's behaviour in a calm manner that is appropriate to each child's age and stage of understanding. However, not all staff are confident in their ability to handle the more challenging children.

The partnership with parents and carers is good. They are able to share children's records and discuss progress with staff on a regular basis. Children's care, welfare and development are well promoted through the positive working relationships that are established with parents. Parents are informed about policies and procedures and receive an information booklet. They comment positively about the quality of care and the good progress that their children are making at the pre-school. The group has a complaints log in place as required, however the policy which is available to parents does not contain current guidance. Therefore parents are not fully aware of action to take should they have any concerns.

### **Organisation**

The organisation is good.

Children thrive in a warm and welcoming environment and are happy and settled and their care is enhanced by efficient and effective organisation. The space within the premises both indoors and outdoors is well laid out to maximise play opportunities for the children. They are well supervised by motivated and caring staff who follow the pre-school's suitable policies and procedures to appropriately protect children and promote their well-being. Staff are effectively deployed to ensure that children receive a good level of care and attention. Group sizes are generally effective, however during some large group activities for example, story time, children find it difficult to settle. Children's care and welfare are safeguarded by well-maintained documentation and record keeping, which is regularly reviewed and shared with parents.

Leadership and management is satisfactory. The supervisor and her team are committed to developing the provision of care and education for the children. They work together well as a team to ensure the smooth running of the provision. Staff are aware of their roles and responsibilities and are generally well-supported by the committee. Most staff have informal, annual appraisals and these help to identify training needs. Senior staff observe and monitor the educational programme, however there is no formal system in use to ensure all areas of learning are fully promoted. Overall, the provision meets the needs of the range of the children for whom it provides care and nursery education.

### **Improvements since the last inspection**

The last care inspection report recommended that the documentation was reviewed to ensure parental consent for emergency treatment was maintained and that the incident book should have full details of any issues that occurred. These recommendations have been fully met and now promote children's safety and welfare.

The last education inspection report recommended that staff provide more opportunities for children to express themselves creatively and be able to develop their early writing skills on a regular basis. It also highlighted that children should have more experience of cultures and festivals and simple working technology. Children have daily opportunities to select and create and write for a purpose whenever they like using a good selection of resources. Staff plan activities to broaden children's knowledge of the wider world and they learn about different countries, their culture and festivals. A selection of programmable toys and role-play equipment develops children's understanding of simple working technology. These changes have had a positive impact on the children's learning.

### **Complaints since the last inspection**

Since 1 April 2004 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:

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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):

- Ensure that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB) and that all staff are aware of and adhere to those procedures

- Review the policies and procedures with regard to complaints to ensure that they are relevant and contain all current information. Keep parents informed to enable them to be aware of the systems in use

### **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):

- Ensure learning objectives are clear and that the more able children are appropriately challenged and their learning extended. Plan more opportunities for children whilst in a group situation to have time to discuss events in their lives that are important to them to further develop their confidence and self-esteem.

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