



Acle Pre School

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique Reference Number | EY136364 |
| Inspection date | 12 July 2005 |
| Inspector | Lindsey Ann Cullum |
| Setting Address | Fletcher Room, Fletcher Way, Acle, Norwich, Norfolk, NR13 3RQ |
| Telephone number | 07900 066860 |
| E-mail | sharon_smyth63@yahoo.co.uk |
| Registered person | Acle Pre School |
| Type of inspection | Integrated |
| Type of care | Full day 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 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?

Acle Pre-school opened in the current premises in 2002. It operates from a purpose built unit on land owned by Acle Parish Council and serves the local area.

There are currently 53 children from two and a half to five years on roll. This includes 16 funded children. Children attend for a variety of sessions. The setting supports a small number of children with special educational needs and who have English as a second language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 and from 12:45 until 15:15. The provision is registered as Full Day Care.

The pre-school is run by a voluntary committee and employs one full time and five part time members of staff to work with the children. Two staff members have early years qualifications to level three, two have recently completed level two and two are undertaking level two qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is well promoted as all staff have current first aid training and five staff have completed recent food hygiene courses. Robust systems ensure staff act in children's best interests when applying first aid and seeking medical advice or help in an emergency. Parents authority to administer medication is not recorded in the medication administration register and this impacts on the staff's ability to meet the children's medical needs. Staff display thorough hygiene practices and clear policies are in place to safeguard children's welfare, to keep them healthy and to minimise the risk of cross infection.

Children learn the importance of personal hygiene as they are encouraged to wash their hands after toileting and outdoor play and before eating. They are able to access and dispose of tissues independently. Children's awareness of protecting themselves from the sun is raised as staff have erected a gazebo and encourage the children to play in the shade, wear sunhats and apply sunscreen.

Children develop an awareness of healthy eating at snack time with the provision of a variety of fresh fruit and vegetables. This is also promoted as a leaflet offers guidance to parents who provide packed lunches for children remaining within the provision for lunch. Details of special dietary requirements are obtained from parents prior to the commencement of care and all staff are aware of each child's individual needs, allergies and preferences. These are accommodated at each session and no child is put at risk from a reaction to food. Children are unable to take responsibility for their own drinking needs as water is not accessible to them throughout the session.

Children develop a positive attitude to exercise. They enjoy physical play and are encouraged to join in a movement session half way through the morning in order to stretch and 'wake up different parts of their body'. In addition, they have regular opportunities to run around freely in the outside play area, climb, jump and play with balls, which develops their physical skills. They are gaining increased hand/eye co-ordination as they cut with scissors, draw and paint. Children can rest and sleep according to their needs on comfy cushions or mattresses.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is fostered and their risk of accidental injury is minimised as the group's risk assessment was updated in November 2004, after four staff attended further training. The group continue to review this document and staff monitor the provision through a daily checklist. This area is covered with new members of staff during their induction in order to maintain children's safety. Fire safety awareness is promoted well with regular fire drills and child friendly procedures. Children are provided with clear explanations in order to keep themselves safe. They are kept safe on outings as parents are used to supplement adult to child ratios and a risk assessment is conducted in advance of the visit. Children use a range of safe, good quality and developmentally appropriate resources and equipment. These are organised effectively on low level units in order to provide children with easy access and to encourage independence.

Staff manage access to the setting effectively in order to assure children's security. Children are safeguarded as records are maintained recording details of the arrival and departure times of children, staff and visitors. Children are protected as they are not released to another adult unless written consent has been obtained from the parent. In addition, procedures are in place to cover the eventuality of a child not being collected or becoming lost.

Children are well protected as staff have a secure understanding of local child protection procedures. The child protection co-ordinator ensures that procedures are up to date and that staff understand their responsibilities.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The care of children under three is good, the judgement for enjoying and achieving is satisfactory because of weaknesses in the provision for nursery education. The children under three benefit as the room is set up with different areas. Children have access to imaginary play resources, a cosy section for rest, an attractive display of books, sand play and table tops activities. The outdoor area is used effectively and incorporates all areas of learning. Children settle quickly on arrival. They are at ease in the warm, friendly environment, are keen to use the self registration system and have opportunities for active and relaxing play. They are developing confidence and self esteem, particularly during the group time at the start of the session. However not all group activities are as successfully organised. Children are eager to share news of home and to show items of interest to the staff and other children. They concentrate and use their initiative when thinking about designs during creative activities and describe these with enthusiasm.

Nursery Education

The quality of teaching and learning is satisfactory. Some staff have a reasonable knowledge of the foundation stage curriculum. They have developed basic plans around themes which cover all areas of learning. Children are not always challenged as this planning does not consistently outline the learning intentions or promote the

learning of children with different abilities.

The group has introduced the "Learning Story" as a system to assess children's achievements. Staff are working together to develop this process in order to monitor children's progress more effectively. The starting point for children's development is not identified as limited information is gained about the child's level of development at the commencement of care.

Some staff use good questioning techniques to encourage children to develop their own ideas and extend their learning. Children experience a print rich environment, they enjoy listening to stories, handle books with care and are confident in expressing themselves. Children recognise that print carries meaning and have an understanding of numbers. Planned topics provide children with an awareness of their community and the natural environment during visits to the local church, fire station, park and whilst growing and caring for tomato plants. Children have opportunities to explore a variety of craft and malleable materials.

Helping children make a positive contribution

The provision is good.

Children feel secure as the day's activities are explained at the start of the session. Their individual needs are met as staff know the children well and work effectively with the parents. Children experience a range of activities and resources which promotes a positive view of their own community and the wider society. The setting has a commitment to inclusion and works effectively with other professionals to actively plan and monitor care for children with special educational needs.

Children are making positive relationships, they play in small groups during imaginary and outdoor play and chat sociably to each other during snack time and at table top activities. Children's self esteem is fostered as staff are friendly and approachable and offer the children lots of encouragement and praise. Children are well behaved, staff use positive strategies and act as good role models.

Partnership with parents and carers is good. Children's well being in the pre-school is fostered as a comprehensive booklet is available providing parents with information about the setting, the foundation stage curriculum and the process for raising complaints. The group has obtained feedback recently from parents via a questionnaire and is in the process of evaluating replies and addressing any issues raised in order to enhance the level of care for children. Parents voice their satisfaction with the provision. They are encouraged to serve on the committee, to help with fundraising, on outings and during the sessions as part of the parent rota which involves them in their child's pre-school experience.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The leadership and management of the provision is satisfactory. Children benefit from the care of a well qualified and experienced team of staff who demonstrate a commitment to ongoing training. A strong voluntary committee, which includes two individuals with early years qualifications, is effective in meeting the children's needs. Thorough appointment and vetting procedures are in place to protect children. Induction, appraisal systems and required policies provide staff with a clear understanding of their roles and responsibilities in order to provide quality care for children.

Staff work well together as a team and have identified and utilise the skills of individual staff members in order to meet the children's individual needs. The premises are well organised and space is used effectively to maximise opportunities for the children. The daily routine is not always successful, as there are periods when the children are not focussed, for example, prior to the group story time and snack time.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Since the last inspection, the committee has employed a new supervisor who has forwarded an action plan to Ofsted addressing the key issues and recommendations which were raised. A policy has been developed outlining the procedures to be followed in the event of a child being lost and accident records are now completed in full in order to improve children's safety.

The provision for nursery education has improved. Clear information about the curriculum is included in the pre-school booklet, more opportunities for creative development are provided and the group has started to develop systems for monitoring and evaluating. Some progress has been made towards developing the staff's knowledge and understanding of the foundation stage curriculum and the stepping stones. This is ongoing and has been carried forward as a recommendation from this inspection.

Complaints since the last inspection

Ofsted received information in January 2005 that raised concern regarding safety and the conduct of adults within the provision following a specific alleged incident. These concerns relate to Standard 6: safety, and Standard 1: suitable person. Ofsted investigated by asking the provider to carry out an Internal Investigation and report back to Ofsted within 7 working days. As a result of the investigation and documentation submitted to Ofsted, no further action was required. The provider remains qualified for registration.

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):

- enable the children to take responsibility for their own drinking needs and meet children's medical needs by gaining parental consent prior to medication being administered
- retain the children's interest throughout the session by planning for the periods before and after snack-time more effectively

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):

- enable children to become confident and successful learners by developing staff's understanding of the foundation stage curriculum and by extending the planning to include clear learning intentions and sufficient challenges for each child

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk