



## Reepham Pre school

Inspection report for early years provision

<b>Unique Reference Number</b>	EY292508
<b>Inspection date</b>	20 May 2005
<b>Inspector</b>	Beverly Kemp-Russell
<b>Setting Address</b>	Methodist Church School Room, High Street, Reepham, Lincoln, Lincolnshire, LN3 4DP
<b>Telephone number</b>	01522 753683
<b>E-mail</b>	
<b>Registered person</b>	Reepham 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Reepham Pre-School opened in 2004 and is situated in the Methodist school room. It is shared with other users and the group serves the local community and surrounding villages.

There are currently 28 children from two to five years on roll. This includes six funded three year olds and ten funded four year olds.

The pre-school opens five sessions a week from 09:00 to 12:00 hours Monday, Tuesday, Wednesday and Friday and 12:45 to 15:15 hours every Monday during school term time.

Three members of staff work with the children. All staff have an early years qualification to NVQ level 2 or 3. The setting receives support from the Early Years Development and Child care Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because practitioners follow current and appropriate health and hygiene policies and procedures. Children learn the importance of good personal hygiene through well planned daily routines. They know that by washing hands regularly that this helps to 'stop germs spreading'.

Children know what foods are good for them through the current planned topic of healthy eating supported by well planned activities and lots of questioning from staff. Children benefit from healthy snacks provided such as a variety of fruit. Staff liaise closely with parents to ensure children's individual dietary needs are met.

Children have some opportunity to play outside and develop physical skills through a range of equipment provided. They are confident to try out new skills and are aware of their own limits. However, outside play is not offered frequently enough.

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

The provision is good.

Children are cared for in a safe and secure environment where space is used effectively. Staff are vigilant in order to minimise the risks of accidental injury to children. They effectively use the settings policies and procedures to reduce potential hazards.

Children have access to good quality equipment appropriate to their age and stage of development. Regular communication with parents contributes to children's safety.

Children are protected because staff understand their role in child protection and would if necessary use appropriate procedures. Staff are aware of their duty to protect children in their care from harm.

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

The provision is satisfactory.

Children are happy and settled due to the caring attitude of all staff. Children who are

new are helped to settle by sensitive handling by the staff and by parents being encouraged to stay during the settling in period. Children show interest and excitement and are eager to participate in the activities provided. Children are having fun and learning new skills from activities such as healthy eating collage. Staff have clear levels of communication with children. They explain the consequences of any incidents and talk to children in groups about sharing, taking turns and being considerate to others. Children listen and respond well to staff. Children's thinking and language is extended by the good use of questioning techniques staff use.

## Nursery Education

Staff have a sound understanding of the foundation stage and how children learn but the planning of the session does not provide sufficient challenge for more able children. Children are enthusiastic about learning and are eager to participate in the activities provided. Children are confident speakers and they are able to use language effectively, for negotiating and expressing imaginative ideas within their play. They respond well to music and dance using instruments to encourage rhythm.

Children display good levels of behaviour and are regularly encouraged with their activities and praised for their efforts building on confidence and self esteem. They show a good sense of belonging as they greet staff and each other on arrival. Children are friendly and show concern for others.

Children are developing sound levels of hand and eye co-ordination but do not practice large physical skills frequently enough. They attempt writing and have opportunities to mark make but not for a variety of purposes or using different forms. They are using mathematical language, for example, more/less and developing knowledge and understanding of space and measurement. However, there are too few opportunities for children to use mathematical ideas and methods to solve practical problems. Resources are limited in the areas of information, communication technology.

Overall, children are making satisfactory progress in all areas of learning. The quality of teaching and learning is satisfactory. Staff use time and resources adequately to help children make progress. Assessment records are completed but the observational evidence recorded is limited therefore what children need to learn next is not always clear. Planning is evaluated to ensure that all areas of learning are covered.

## Helping children make a positive contribution

The provision is good.

All children are welcomed and play a part in the pre-school because staff value and show respect for their differences and individuality. Their behaviour is good, they respond well to staff who are clear about boundaries and are consistent in their approach. Children are learning about the local community by visits to the local school and church but opportunities to know about others' cultures and beliefs are limited due to lack of resources and staff's knowledge.

Partnership with parents is good. Children and parents benefit when starting placement at the setting as they receive good written information. Parents have daily contact with staff, which enables them to exchange information to support children's the care and learning. Children are supported by an effective key worker system and they ensure parents are kept informed of children's progress.

## **Organisation**

The organisation is good.

Children feel secure and at ease in a well organised environment. This means they are confident to initiate their own play and learning. Staff use policies and procedures effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service provided. Children's health, safety, positive contribution and enjoyment are supported by the setting's policies and procedures.

Children are supported by good levels of qualified staff but the manager has not fully ensured that all staff have a good understanding of the curriculum guidance and foundation stage. This leads to missed opportunities to provide further challenge and extension for some children.

Leadership and Management are satisfactory. Staff have a commitment to developing their knowledge and improving the quality of education provided for children. This means, that overall, the needs of all children who attend are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report.

## **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 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 that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
- improve the recording of fire drills

### **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):

- increase practitioners knowledge and understanding of the curriculum guidance for the foundation stage to improve the quality of teaching and children's learning. Link to improving children's assessment records to include observational evidence of the stepping stones achieved and what children need to learn next.
- improve the planning of the session to ensure children are well occupied with activities and learning opportunities to provide sufficient challenge.

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](http://www.ofsted.gov.uk)