

Radwinter Pre School

Inspection report for early years provision

Unique Reference Number	402986
Inspection date	11 September 2007
Inspector	Lynn Clements
Setting Address	The Village Hall, Hempstead Village Hall, Hempstead, Essex, CB10 2PD
Telephone number	01799 599 797
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Registered person	Radwinter 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 satisfactory. 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?

Radwinter Pre-School opened in 1979. It operates from the main room in the village hall of Hempstead. The pre-school serves the local area.

The pre-school is registered to care for a maximum of 24 children at anyone time. There are currently 26 children from two to five years on roll. This includes 16 children in receipt of nursery funding. Children attend for a variety of sessions.

The group opens four days a week during school term times. Sessions are from 09.30 until 13.00 Monday, Tuesday, Thursday and Friday.

Five members of staff work with the children. Three members of staff, including the manager, have completed relevant early years training. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is promoted and cross-infection is minimised. Members of staff support younger children as they begin developing their understanding about personal hygiene practices. Older more able children are encouraged to become more independent as they access the toilet and hand-washing facilities for themselves, or learn to pour their own drinks when they are thirsty. Staff have introduced sound nappy changing procedures to limit cross-contamination and protect children. An adequate sick child policy is in place, shared with parents and implemented in practice to protect children from cross-infection. Staff ensure children's individual needs are met through discussions with parents prior to placement and the completion of written registration forms which include information about children's dietary requirements, medical needs and contact details. The majority of staff have completed relevant first aid training to ensure children are cared for appropriately in the event of an accident. However, permission has not been sought from parents or carers enabling staff to quickly seek emergency medical advice or treatment to protect children should they become ill or have an accident while at the provision. All accidents occurring on the premises are recorded and shared with parents. However, consistency in ensuring that parental signatures are obtained to ensure that children continue to receive appropriate care when they go home is limited.

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with their dietary and religious requirements. Parents support the pre-school's healthy eating programme when providing their child's packed lunch. The staff have recently introduced a snack bar, which can be accessed by the children at anytime throughout the session. Children develop their understanding about foods which are good for you and those which are not so good. They explore different fruits and vegetables during snack or topics and staff help to extend their knowledge during snack time discussions. Children are able to explore their personal preferences satisfactorily. Drinking water is available throughout the session which ensures no child remains thirsty.

Children have adequate opportunities to develop their physical skills. Time is set aside each day for outside play and during inclement weather, space is made available within the hall for children to use larger apparatus or wheeled toys. Children are developing their coordination. They use climbing frames with increasing competence. They are beginning to negotiate pathways while using wheeled toys, developing their spatial awareness as they learn to avoid each other and objects.

Staff have introduced systems in line with the 'Birth to three matters' framework. This ensures that children under three years are supported appropriately and their progress is monitored. Suitable equipment is in place and staff differentiate activities to meet and challenge the younger children without them feeling frustrated or unable to complete tasks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location and are welcoming to children and their families. Staff organise the hall to provide free flow space for children. There is sufficient child-height storage which

enables children to make their own selections. All furniture and equipment is checked and cleaned to protect children from harm.

Daily tick sheets are used to check child accessible areas around the provision. However, staff have not completed relevant health and safety training or implemented formal risk assessments in line with local and national regulations. Therefore, children are not adequately protected from all hazards. Safety equipment including socket covers and door slams are in place, outside the large fixed, play equipment has been placed on safety flooring to help keep children safe. Children are beginning to learn about keeping themselves safe. They discuss road safety whilst out on trips and visits from the local police officer provide opportunities for them to learn about stranger danger. While playing outside children learn to use apparatus with care. For instance, they talk about being careful while playing on the see-saw, so that the child on the other side does not topple off.

Staff knowledge and understanding about changes in child protection legislation and safeguarding children board procedures is limited. As a consequence children are not fully protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are secure in the setting and develop a sense of place as they confidently hang up their coats, return greetings to each other and members of staff and generally move around developing their independent skills. Staff plan and provide activities and play opportunities to extend children's emotional, physical, social and intellectual capabilities. Children are confident and secure in their relationship with staff members and each other. They move freely around the provision making their own choices about the activities they wish to investigate or the resources they want to play with. Registration time helps to set the scene for the session as staff and children sit together discussing news and sharing their ideas about the things they enjoy doing.

They work confidently on their own or in groups as they investigate natural and man made materials, such as sand, water, different fruits and vegetables or play dough, paints and sponges. They investigate information communication technology as they press buttons on tape recorders and shop tills to discover what happens next. Children communicate well, sharing their ideas while they play and seek out others to join in their games. Younger children are encouraged to use appropriate language and gestures which enables them to communicate their needs well. Older children share their thoughts, ideas and experiences, using language appropriately.

All children respond to new challenges by questioning and using their own initiative. Staff have very good strategies in place which reflect the 'Birth to three matters' framework. This ensures that children under three years are monitored and supported to make good progress. Staff have also introduced bridging the gap which provides effective systems and support to help children make smooth transitions into the Foundation Stage once they reach their third birthday.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Overall, staff have a clear understanding of the Foundation Stage. They work with the local authority to build on their practice and provide good quality learning opportunities for children. Staff organise the spacious hall with varied activities to promote the children's learning, decision making and independent skills. The outdoor play area is also used well to consolidate and develop the children's learning in different ways and on a larger

scale than is possible indoors. Staff support children in their play and learning, particularly in small group work. All staff are interested in what the children say and do and use positive methods including descriptive praise and encouragement to promote the children's good behaviour.

Key-worker observations of the children at play are used to monitor their progress and update their records of assessment. Records provide staff and parents with a clear picture of what each child is able to do in each area of their learning. While there are good systems in place to assess children's starting points when they join the pre-school at age two and then move through; there are limited systems in place to assess the starting points of any older children joining the pre-school and going straight into the Foundation Stage. This has a direct impact on the key workers ability to ensure progress can be plotted accurately and children supported appropriately. Staff make observations of children during the term and this enables them to plan their next steps for learning well. Staff provide a broad and balanced range of activities and experiences which promote the children's interest and investigation skills. The adaptation of activities to meet the needs of the less and more able children is also planned well to ensure that all children continue to make good progress.

Children enjoy what they do and are able to sustain interest in a range of activities. For example, they construct marble runs, design and print repeating patterns using vegetables and fruit. Children show curiosity as learners, experimenting by adding rubber bark to the slide to slow movement down then trying water to see if things slide faster. They use number language in everyday situations, counting each other at registration then matching the right number to the corresponding symbol. Children enjoy drawing and using resources at the mark making table. However, activities and opportunities for them to develop their understanding of using writing for a purpose, for instance in role play scenarios is limited. Children really enjoy the outside activities. They make road works and negotiate pathways using wheeled toys, at the same time developing their imaginative games as they drive off to the seaside or a barbeque. They balance and climb with confidence and increasing skill.

Opportunities for children to develop their imagination are good. Children join in role play, selling fruit and vegetables at their green grocers shop or trying to catch robbers at their police station. Staff organise and develop activities which enable children to explore and share their thoughts, ideas and feeling, for example, through a variety of art, small world play or music and movement. Staff support children in using all of their senses to learn about the world around them.

Helping children make a positive contribution

The provision is good.

Children settle well and are confident and independent; they are interested in the resources available and are eager to take part in activities. Opportunities for them to explore other cultures and festivals is well planned and enables them to develop their ideas and understanding about diversity. Staff ensure that there is a range of resources which reflect diversity such as books, small world play and positive images displayed around the setting. Staff ensure there is no bias in their practice in relation to gender, race or disability.

Staff are currently supporting a small number of children with learning difficulties and/or disabilities. They have clear and effective systems in place to ensure children are supported well. Staff develop close working relationships with the parents or carers to ensure that any special services, equipment or one-to-one support is provided in the best interests of the child.

The local authority special needs coordinator provides additional support and guidance to help staff secure necessary funding as required.

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development. Children learn what is expected of them. A clear behaviour management policy is in place and shared with parents and staff. This is implemented in practice to provide a consistent approach when dealing with behaviour management issues and a clear record is kept of any incidents. Children are encouraged to share and take turns. They learn to respect each other and show care and consideration. For example, when one child is coughing another gets down from the chair and stands behind them gently patting them on the back. While another child helps their friend push in their chair so their can reach the table properly. Children behave very well.

Staff develop open communications with parents. Notice boards and displays are used to provide relevant information about routines and the daily running of the provision. Parents and their children are greeted as they arrive. Newsletters are used to provide clear information about forth coming events and to encourage parental participation in the pre-school. A clear complaints policy is in place to ensure any issues affecting the care of children are dealt with quickly and effectively.

Partnership with parents and carers of children in receipt of nursery funding is good. Clear information is provided about the Foundation Stage and the six areas of learning. Regular meetings take place enabling key workers and parents to work together to support the children's progress and share their knowledge about what the children know and can do. Stepping stones assessment records are shared and parents are encouraged to extend children's learning at home. For example, searching together for items which begin with the letter of the week or objects for the pre-school interest table and topic.

Children learn to care for each other. They develop good relationships with their peers and the members of staff. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The manager has a clear understanding about the importance of criminal record bureau checks to protect children from harm. Children are never left alone with members of staff who have not been checked. The manager meets required ratios. While appraisals are in place to support existing members of staff; staff induction procedures have not been developed to ensure new members of staff are working appropriately with children and are able to implement policies and procedures to protect them from harm. Space is organised well to meet the children's needs. Daily registers are in place and maintained. All policies and procedures are in place and updated as required. Documentation is stored securely and confidentiality is maintained. Overall children's needs are met.

Leadership and management of the nursery funded provision is good. The recently appointed manager has worked hard to implement new systems such as planning meetings and key-worker groups to ensure children are supported extremely well. Clear plans are in place to support the development of the curriculum, such as introducing free flow access to the safe fully enclosed outside play area. Staff work closely with the local authority to support practice and ensure children make good progress towards the early learning goals. Attention to professional

development is seen as extremely important to ensure the provision continues to grow and provide good quality care and education for all the children attending.

Improvements since the last inspection

Since the last inspection the provider has improved outcomes for children. The manager has completed training regarding the Special Needs Code of Practice to ensure children with learning difficulties and/or disabilities are appropriately supported. Documentation is now in place and available in relation to recording the administration of medications to ensure children are protected from accidental overdose.

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

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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 good.

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 the accident record is accurately maintained and signed by the parents; obtain written permission from parents to seek any necessary emergency medical advice or treatment
- develop and implement knowledge and understanding about health and safety regulations
- develop staff knowledge and understanding regarding safeguarding children procedures
- develop systems to ensure that new members of staff have induction training which includes health and safety and child protection policies and procedures in their first week of employment.

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):

- further develop the current systems for assessing children's starting points to ensure their progress can be accurately plotted

- further develop the opportunities in communication, language and literacy enabling children to use writing for a purpose.

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