

Sutton Pre-School

Inspection report for early years provision

Unique Reference Number	254300
Inspection date	25 May 2007
Inspector	Christine Eglinton

Setting Address	New Road, Sutton, Norwich, Norfolk, NR12 9RB
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Registered person	Sutton Pre-School
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Sutton Pre-school was registered in 1974. It is a committee run group and operates from Sutton village hall. There is an enclosed outdoor play area. The pre-school serves the families of the village and the surrounding areas.

There are currently 39 children on roll from two to under five years. Of these, 26 children receive funding for early education. The pre-school has experience of supporting children with learning difficulties and/or disabilities and children who have English as an additional language.

The pre-school opens each morning during term time with the exception of Wednesday when there is an afternoon session. Sessions are from 09:10 until 11:40 and 12:45 until 14:45 on a Wednesday and Thursday.

The pre-school employs five members of staff who all hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted through effective procedures and staff's good hygiene practices. Children benefit from playing in a clean environment because toys and equipment are clean and well maintained. Staff follow effective procedures such as ensuring all tables are cleaned before children take part in cooking activities, and before they eat their snacks. Children follow good hygiene routines such as washing their hands before eating and after visiting the toilet. They are able to confidently explain why they need to wash their hands after visiting the toilet, and understand why this reduces the risk of passing on germs.

A good ratio of staff hold a current first aid certificate which enables children to be given appropriate care, if there is an accident. Parents give prior written consent to administer medication. This ensures children receive the correct dosage according to their needs. The pre-school operates an effective sick child procedure and displays a list of communicable diseases for parents to view with appropriate exclusion periods. This helps to ensure children are protected from contagious illnesses. Children who become unwell while attending the setting are made very comfortable and are monitored by staff until parents arrive to collect them.

Children receive a very good range of healthy snacks including a variety of fresh fruits and salad which help them stay healthy. Planned activities such as cooking vegetable soup, and making drinks by liquidising fresh fruit encourage children to develop healthy eating practices. Children have also grown their own tomatoes, lettuce and spring onions, to help them understand about foods that are good for them in meaningful ways. Staff gather all relevant information regarding diet, cultural, and medical history to help them meet children's individual needs. Children are able to independently help themselves to fresh drinking water from a water dispenser, which encourages them to think about their personal needs.

Children regularly enjoy a range of activities that contribute towards to their health, and help to develop their physical skills. They move confidently and in a variety of ways. Children are competent when they manoeuvre the scooters in the garden, and have great fun crawling energetically through the play tunnels. They show good co-ordination when they skilfully climb the climbing frame and whiz down the slide. They are competent at kicking the balls and throwing balls through a net. Children's fine motor skills are developing well. They confidently handle a range of small tools such as rollers and cutters, when playing with the play dough and squeeze coloured icing out of small tubes while decorating biscuits.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a bright and welcoming environment where their creative work is well displayed. This shows children that their work is valued by adults, and adds to the child focused environment. Children benefit from playing in a well-organised environment which enables them to move around safely and freely. Children use a wide range of good quality toys and resources appropriate to their age and stage of development. This enables them to become focused during their play and resist distractions. Toys and resources are carefully selected to ensure they remain safe and suitable for children.

Suitable routines and gentle reminders help children to learn about safety. For example, staff remind children about the dangers of playing with toys on the climbing frame and children take part in frequent fire drills. This helps children become familiar with the procedure so they learn how to leave the premises quickly and safely. Staff carry out risk assessments in each room and outside, to minimise the hazards and ensure the safety of the children. Good staff deployment helps to ensure children are well supervised and children benefit from suitable safety measures. For instance, electric sockets are not accessible to children, and children are not able to gain access into the kitchen area. This minimises hazards and ensures the safety of children. Although the premises are secure during the hours of operation, the setting is not following their stated collection procedures. Consequently this does not guarantee that children are unable to leave the premises without a suitable adult.

Staff have good understanding of the signs and symptoms of abuse, and know what action to take if they have any concerns about a child in their care. However, the manager has not followed the Local Safeguarding Children Board procedures which is a mandatory requirements in regulations. This does not ensure that the welfare of children is fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school and they arrive happy and confident. Sensitive individual settling-in routines help children quickly settle into the pre-school environment. This enables them to make good progress in their personal, social and emotional development. Children are developing good relationships and get on well with their peers and adults. They confidently approach staff for support which indicates that trusting relationships have been built. Children are very independent and see to their personal needs such as dressing, and visiting the toilet and washing their hands. The flexible arrangement for snack time enables them to decide when they want to eat. They confidently self-register when they first arrive by looking for their name cards. This helps to foster children's confidence and enables them to develop positive self-esteem.

Children are actively involved in their learning and work independently. They take initiative in their learning and show high levels of concentration during their play. Children are involved in a broad range of planned activities and spontaneous events, which support their development and overall learning. They have very good opportunities of first-hand experiences and show excitement and wonder. For instance, they eagerly explore the outdoor play area to see if they can spot any spider webs. They excitedly tell staff when they discover any webs and are fascinated when looking at bugs and insects through a magnifying glass. These important experiences enable children to build on their natural curiosity as learners, and help extend their learning in meaningful ways.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Children are engaged and enthusiastic when they take part in the activities, and there is a good balance of adult-led and child-initiated activities. Staff offer children good support during their play, and teaching allows children time for repetition so that children can consolidate what they have learned. Staff consistently talk to children to help them connect ideas, and encourage them to explain what is happening during certain activities to help them think.

Written plans are linked to the six areas of learning and make clear what children are expected to learn. However, regular evaluation of activities is not always recording where learning intentions have been successful. Staff observe children during free and focused activities, and use notes to assess children's achievements. However, although this helps to identify children's stage of learning, it is not being used to inform future planning for individual learning. For instance, by including appropriate activities or one-to-one work in the programme for the following week/topic, to ensure children are moved on in their learning at a good pace.

Children are keen to communicate with staff and with each other. For example, one child shares their knowledge of 'hot air balloons' during circle time while staff and children listen avidly. Children confidently talk about their feelings and important people in their lives such as their grandparents. Photographs of their family displayed within the setting, helps them to develop a sense of belonging. Children demonstrate pride in their achievements when they proudly show their parents the biscuits they have decorated, and iced during the session.

Children enjoy looking at books and handle them carefully. Children are very confident in linking sounds and letters. They are encouraged to bring items from home which link with the letter of the week such as 'f' for frog, and are able to recognise the letters in their name when they look at books. Children have lots of opportunities of developing hand-eye-co-ordination, to help them master hand writing skills. They use sweeping movements when they use brushes to paint, and operate a tube of icing in a circular fashion creating round patterns. Many of the children are able to recognise their names, but are not consistently encouraged to develop literacy skills for a real purpose.

Children understand the concept of simple addition through practical activities such as singing counting songs, and adding up how many toy frogs are left during a parachute activity. They are able to recognise shapes in every day objects such as counting the 'round' spots on the frogs, and recognise shapes when they play with the 'cylinder' 'triangle' and 'oblong' wooden blocks. Children are able to recognise patterns in every day situations when they recognise that two children are wearing identical shoes. They are gaining a good awareness of measure and size when they talk about the 'huge' balloon, and 'small' frogs eyes. However, they are not encouraged to develop simple calculation skills through practical activities.

Children are learning about how tools and machinery works when they use the vegetable peeler to peel carrots, and the liquidiser to make fruit drinks. They are very competent in operating the computer mouse, and enjoy making houses out of bricks. Children have very good opportunities of exploring living things. They use a magnifying glass to study the insects they have found in the garden. They are learning about their local environment when they visit a local garden, to learn about the changes in the plants and flowers which grow during different seasons.

Children are able to express their creativity and feelings through using a wide range of different materials and media. They play imaginatively in the role play area pretending to style, and cut each other's hair in the hairdressing area. They have great fun dressing up as princesses and fire fighters, and have built up a wide repertoire of songs.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff have a positive attitude towards diversity. They help children become aware of their own, and other cultures

through a range of resources, planned activities, and as they discuss and celebrate a variety of festivals. Children are encouraged to value other languages by learning key phrases in other languages, which helps them value differences. Children are encouraged to have tranquil moments listening to music, and show wonder when they study flies and insects. They show empathy and kindness towards each other. For example, one child notices that another child is lying down on a mattress due to being unwell, so decides to sit with them while reading a story.

There are good systems in place to support children with learning difficulties and/or disabilities. Close liaison with parents and outside agencies, ensures all children's needs are well planned for and met. Children with English as an additional language are well supported, because staff use inclusive methods to support their language development. This enables children to communicate effectively while respecting their home language.

Staff are positive role models and treat children in a respectful manner. They manage children's behaviour calmly and patiently, and use lots of praise and encouragement, while positively acknowledging children's efforts. This encourages children to respond effectively to any guidance and praise and consequently, they behave well. Children play together collaboratively and are learning important social skills such as sharing, and taking turns during their play. They wait patiently to take their turn on the computer and share the tubes of coloured icing sugar.

The partnership with parents and carers of funded children is good. Parents are made to feel welcome and their involvement in the pre-school is valued. This has a positive effect on children's learning and helps children settle easily. Relationships with parents are friendly and supportive, and parents speak warmly of staff's positive and welcoming approach. Parents provide appropriate and relevant information about their child's medical and dietary needs to the staff. This helps to ensure children receive individual care and attention. Parents are given appropriate information about the pre-school through the prospectus and through frequent newsletters. However, this does not always include information on the stepping stones and early learning goals.

There are effective systems in place to ensure parents are kept informed about children's individual progress and development. They are encouraged to take an active part in their child's learning at home. For instance, parents are able to make their own observations and add their own comments, to children's progress records. Newsletters contain very helpful suggestions of how they can extend learning at home, through practical activities which link with current themes. For example, making mince pies during celebrating Christmas while encouraging children to talk about the changes in the ingredients.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by qualified and experienced staff, who have good knowledge and understanding of child development. This enables staff to meet children's needs appropriately. Children receive good support from staff who enjoy their company, which helps children feel secure and confident. The day is well planned allowing children time for quiet and active play. Overall the provision meets the needs of the range of children for whom it provides.

Staff work well as a team due to being clear about their roles and responsibilities. Management actively encourage staff to undertake relevant training, which supports staff in their role and ensures they have the latest and most relevant information available. Information kept about

children is relevant and helps to promote their welfare. All required documentation which contributes to children's health, safety and well-being are in place. However, some policies need to be updated to ensure they contain correct contact details. Appropriate recruitment procedures are in place, however, management have not put in place robust procedures to ensure that staff continue to be suitable to care for children.

Leadership and management of the nursery is good. Staff are supported by management through regular meetings and appraisals. They plan the curriculum together, and receive support from outside agencies to help them improve their practice. There are effective systems for monitoring the quality of nursery education, including staff appraisals and supervision of staff by the manager. Management and staff are aware of the strengths of the provision, and of areas which need to be developed. They are actively working towards addressing these areas, and have shown a good commitment towards improving the quality and care, and education they offer to all the children.

Improvements since the last inspection

At the last inspection the provider was asked to review staff deployment, and to develop resources reflecting positive images of disability. They were also asked to review grouping of children during key periods, and to develop areas within the mathematical provision.

They have now improved the systems of staff deployment for new members, to enable them to be fully supported in their role. This helps to promote effective management of the provision. Resources and activities now include positive images of disability to enable all the children to develop positive attitudes towards diversity. The provider has now introduced effective systems during the day to enable the younger children to receive appropriate support from staff within smaller groups. This helps to ensure all the children's needs are appropriately met. The setting still needs to develop further opportunities for children to problem solve and calculate, to develop all the areas within mathematical development.

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 the 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:

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):

- improve collection procedure for children to ensure children are not able to leave the premises unsupervised
- ensure child protections procedures approved by the Local Safeguarding Children Board are followed at all times
- make sure all policies and procedures reflect updated contact numbers of the regulator
- make sure there are robust systems in place for staff to demonstrate their ongoing suitability

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):

- make sure there are effective systems in place to demonstrate learning intentions have been successfully achieved for planned activities
- ensure assessments of children's progress are being used to inform future planning of activities to help move children on to the next steps of their learning.

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