

South Bretton Pre-School

Inspection report for early years provision

Unique Reference Number 953368

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Inspector Jean Suff

Setting Address Middleton Primary School, Middleton, South Bretton, Peterborough,
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Registered person South Bretton 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 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?

South Bretton Pre-School, Middleton, opened in September 2001. It operates from a classroom within Middleton Primary School in South Bretton. The group also have use of other rooms within the school for specific activities. The Pre-School provides a service to families living in the local area for children between the ages of three years to school age. There are currently 39 children on roll, all of whom are funded three and four year olds. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The Pre-School opens Monday to Friday 9.00 to 11.30 and 12.30 to 15.00. Each weekday a lunch time session is offered between 11.30 to 12.30. Children can attend morning or afternoon sessions as well as all day. Four staff work with the children. All staff have an early years qualification to Level 2 or 3. The setting receives support from an Early Years Pedagogical Teacher and a Childcare Advisor from the local Early Years Childcare and Development Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in well-maintained premises where good hygiene measures are routinely implemented, so helping to minimise the risk of infection. For example, staff are thorough when cleaning areas used for eating before and after meal and snack times. Children develop growing awareness and independence in their self-care skills as staff talk to them about reasons for washing their hands and encourage them to use toothbrushes to clean their teeth after eating. Children often talk about how their daily activities affect their health and well-being, for example, commenting that their hearts beat faster after they have been running. Staff give careful attention to information supplied by parents about children's individual health and care needs, such as allergies, enabling these to be met. First aid supplies are readily accessible and parental consent is obtained to seek emergency medical treatment if necessary, so ensuring any accidents are dealt with effectively. Clear accident records are maintained and countersigned by parents so ensuring relevant information is shared.

Priority is given to encouraging children's healthy eating. Morning and afternoon snacks are varied and regularly include fresh fruits so encouraging children to try a variety of healthy foods. Staff encourage parents to include healthy options in the packed lunch they provide for their children to eat at lunch time. In addition to having drinks at specific snack and meal times, children readily make use of a water fountain so ensuring they remain well-hydrated and comfortable. Children sometimes take part in practical activities that help them learn about healthy eating, for example, making bread and preparing summer fruits for fruit tasting.

Children enjoy many opportunities to develop their large movement skills. They join in games on the school playing field or in the hall and are confident when using resources such as climbing apparatus and wheeled vehicles in frequent outdoor play sessions. Children show good control of their bodies as they stop, start or change direction when playing movement games. Staff regularly observe and assess how children's movement skills are progressing, for example, jumping and landing or balancing on a beam. Children develop increasing dexterity as they use tools or creative materials such as crayons and felt pens in their play. They are confident and competent when using their hand to eye coordination skills, for example, when using a lift to make cars move up and down. Staff observe and assess children's developing skills, for example, in adult-led activities such as using scissors to cut out various shapes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are settled and relaxed in the welcoming premises where available space is used well to create clearly defined areas for different activities. For example, children wishing to relax quietly are able to do so comfortably on cushioned benches, whilst active play continues on the open vinyl-floored area. Children play safely and confidently outdoors, using a secure area adjacent to the main playroom. Here, climbing frames and a play house are safely sited on a grassed area to reduce risk from falls. Small desks and chairs are sheltered by a gazebo, whilst a hard surfaced area enables children to safely run or practise steering wheeled toys. In addition to opportunities for physical movement, the outdoor area includes provision for role play and mark making activities, so enabling children to safely participate in a wide variety of activities in the fresh air.

Furnishings, such as attractive low tables and chairs, are in very good condition and suitably designed to enable children to eat and play comfortably. Children are safely able to access a wide range of resources and play materials, such as books, games, construction sets and creative materials from well labelled storage units. Further resources are stored above child height so reducing independence and spontaneity of play.

Children's safety is given high priority. Careful security on external doors and at arrival and departure times helps ensure children are unable to leave the setting unless supervised by an authorised adult. Staff are vigilant in supervising children at all times, for example, checking numbers as children move between indoor and outdoor play. Risk assessments are undertaken to minimise potential hazards in different situations, such as a trip to the local wood. Within the premises, a range of sensible precautions helps minimise hazards to children, for example a stair gate prevents children gaining access to the kitchen area.

Clear written policies are in place detailing procedures to be followed in the event of emergency situations. Staff understand how to act in children's best interests in the event of a fire or a child being uncollected at the end of a session. Children begin to learn about safety issues within planned activities, for example, how to use tools safely. Staff are familiar with what child abuse and neglect mean and understand their responsibility to follow up any child protection concerns. Child protection policies are shared with parents so safeguarding children's welfare to best effect.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and happy within the welcoming environment. They show confidence in their dealings with adults and peers. Staff spend time talking and playing with children, so helping them feel their ideas and experiences are valued. Staff help children learn how to participate in simple games with rules. Children freely make choices between the activities on offer and begin to negotiate with others. They show sustained and purposeful interest in their activities.

Nursery Education

The quality of teaching and learning is good. Senior staff have a detailed knowledge and understanding of the Foundation Stage curriculum. They plan a broad programme of activities giving balanced coverage across most aspects of learning so children are able to use their social, physical, thinking and imaginative skills. Staff understand children's needs for child-chosen, practical play and encourage them to plan and review their activities and learning. Children, therefore, show sustained interest in activities so allowing learning to take place. Key worker group sessions provide children with additional attention so supporting individual children's needs. Staff frequently make careful assessments of children's progress through the stepping stones towards the early learning goals. Although the detailed and attractively presented assessment folders are available for parents to see, they do not at present incorporate what parents know about their child, so limiting learning. Staff work directly with children for much of the time and use a range of strategies to actively encourage children's purposeful play and continued focus on activities. They manage children's behaviour very well, using positive language and clear explanations.

Children's personal, social and emotional development is promoted well. Children are very confident in their dealing with adults and peers, for example as they tell stories over lunch and

negotiate over roles during imaginative play. They show independence in some daily routines, such as choosing books and getting drinks from a water fountain. They begin to work together and organise their play materials as they wheel vehicles.

Children enjoy listening to well-told stories and use spoken language to express their ideas and experiences. Staff make good use of planned topics and themes to introduce children to new words, such as life-cycle and mini-beasts. Children begin to use purposeful writing when they try to write their own names on work, or taking telephone messages in the home corner.

Children reliably use number names and count in sequence in group activities, for example when they count the number of children present at each session. They begin to combine and compare smaller numbers, for example when singing number songs or counting down before jumping off a piece of apparatus. They recognise and match numerals during planned activities and occasionally record their findings during play. They explore and investigate two and three-dimensional shapes through use of commercial construction sets or junk modelling materials.

A variety of adult-led and own choice activities help children learn about the world around them. For example, they learn about different environments when they observe mini-beasts or hear about harvest. They use items of everyday technology, such as keyboards and make use of simple computer programmes. Children use resources such as magnets and magnifying glasses to explore and investigate substances and living things.

Planned activities introduce children to a variety of creative techniques, so helping them learn about colour, form and texture. Resources such as crayons, paper and playdough are stored within children's reach so that they independently develop their own creative ideas. Children greatly enjoy a variety of pretend play when they use the outdoor role play area or when making use of a good selection of dressing up clothes. Children know a range of songs and rhymes and learn to distinguish between different types of sounds.

Helping children make a positive contribution

The provision is good.

Staff's warm and consistent approach helps children feel settled and confident in their relationships and show purposeful interest in their play. Children approach adults freely to talk about their experiences and ideas, for example involving them in their imaginative role play. They show sustained interest in activities, as when a group play cooperatively with the garage and cars, or remain in role as police officers. Staff spend time with children, establishing and explaining clear expectations for their behaviour. Children show independence in a number of daily routines, such as pouring their own drinks at snack time. They show care and concern for others as they negotiate turn taking or apologise immediately after accidentally stepping on another child's fingers.

Children begin to recognise and respect individual and cultural differences through use of a good range of play materials that reflect images of diversity, such as cooking utensils from various cultures. They learn about different lifestyles through topic-based activities. Children show awe and wonder as they investigate life-cycles of plants and mini-beasts. Staff work well with parents and other relevant professionals to meet the needs of children with learning difficulties and/or disabilities. Children's spiritual, moral, social and cultural development is fostered.

Staff have positive relationships with parents who are happy with the care given to their children. The setting operates a key worker system and information with parents is exchanged daily on an informal basis to support children's care and welfare. Generally information given to parents is good, for example, a written complaints procedure is in place. However, the setting does not provide current details to enable parents to contact Ofsted. The partnership with parents and carers of children receiving nursery education is good. The content of the six areas of learning is on display on a parent notice board. Information on events and simple ways in which parents can support particular topics at home is shared through a weekly newsletter. End of year appointments, where staff report to parents on children's progress, are available. However, at present there is no provision for parents to share with staff on an ongoing basis what they know about their children's learning.

Organisation

The organisation is good.

Overall children's needs are met. Children are happy and relaxed in the welcoming setting where good adult to child ratios ensure they are supervised well. Available space is creatively used to provide a bright and attractive environment for their activities. Daily routines are effectively organised to enable staff to spend time working closely with children, so helping develop relationships and learning. Comprehensive documentation is clear and extremely well-organised. Staff show a very sound awareness of how to implement policies and procedures to underpin children's care effectively. Most information and records, such as children's contact and personal details, and records of attendance and accidents, are methodically maintained so ensuring that children's individual care needs are met. Recruitment procedures ensure that there is a high proportion of qualified staff.

The leadership and management of nursery education is good. Staff have frequent opportunities to meet as a team to discuss planning of activities. There is a high level of commitment to training, shown for example by arrangements for all staff to further their professional qualifications and to prioritise training in first aid and child protection. An effective staff induction programme is in place to support staff, so ensuring they have a clear understanding of how the setting operates and of their responsibilities within this. Staff work very well together as a team to create a secure and welcoming environment that promotes children's confidence and learning. Senior staff have identified priorities for continuing overall development and have a clear vision for the setting over the next few years.

Improvements since the last inspection

At the last inspection the setting was asked to record the exact times of attendance of children and staff. It was also asked to increase positive images that reflect diversity. Both these requirements have been met therefore children's welfare and understanding of the wider world have been enhanced.

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 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 information is given to parents which includes the address and telephone number of the regulator.

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):

- encourage parents to share what they know about their children to plan the next step in children's 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