

Eye Pre-School

Inspection report for early years provision

Unique Reference Number 256762

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Inspector Susan Sykes

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Registered person Eye Pre-School

Type of inspection Integrated

Type of care Full day 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 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?

Eye Pre-school opened in a new mobile in 1997. It operates from one room in a mobile building in the grounds of the local school. The pre-school serves the local area.

There are currently 53 children from two to under five years on roll. This includes 29 funded three year olds and seven funded four year olds. Children attend for a variety of sessions. The setting currently supports one children with learning difficulties and/or disabilities. No children who speak English as an additional language currently attend although systems are in place to support them.

The group opens five days a week during school term times. Sessions are from 09:00 until 15:00, Monday to Friday.

Seven staff work with the children, of which three are full-time. Over half of the staff have early years qualifications to NVQ Level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is protected due to the good practice followed by members of staff. They teach children the importance of personal hygiene through daily routines, such as washing hands after using the toilet and before eating, and provide all the equipment they need to wash their hands independently. Adults remain alert to reinforce good practice as necessary to give children a thorough understanding of good hygiene through constant supervision, for example, as they attend the toilet and they talk about the need to wash their hands to remove germs, consolidating children's understanding. A firm ethos of encouraging sick children to stay at home reflects the written policy, ensures their well-being and protects the other children from cross-infection. Staff hold appropriate first aid certificates and a well-stocked first aid box ensures staff can respond to minor injuries.

Children increase their understanding about a healthy lifestyle. They grow vegetables, such as carrots and beetroot, in the pre-school garden which they later enjoy for their snacks. They enjoy nutritious snacks daily, such as fresh fruit or toast and the pre-school encourages packed lunches to contain healthy eating options. Adults are vigilant to ensure they take account of the parents' wishes and the children's choices and dietary needs, ensuring appropriate nutritional needs are met. Children develop their social skills through eating their snacks together at the table, although during the time children sit at the table waiting for their food, they become restless and behaviour can become challenging. Children can access fresh drinking water at any time and this helps them recognise and respond to their bodies' needs to remain hydrated. They use disposable cups which they then put in the bin ensuring they stay protected from cross-contamination.

Children enjoy a wide range of activities which contribute to their good health, both indoors and out. They enjoy, for example, music and dance activities as well as physical exercises with a range of equipment indoors. Children move around the premises safely avoiding hazards. Children have good opportunities to use small scale equipment safely to develop their finer manipulative skills, for example, threading, jigsaw puzzles and using scissors. The outdoor areas are very well equipped for children to participate in many outdoor activities. Large scale equipment develops their large physical skills as they use, for example, the slide with confidence or balance along the low level beam or through old car tyres. They use spades and hoes in the digging area and shovel gravel into dumper trucks. Children are keen to try and gain new skills and adults have a good understanding of appropriate activities and the level of support individuals require, such as helping children move the loaded dumper trucks to their desired destination and children are enthusiastic to share their success as their self-confidence grows. They ride bikes and learn to negotiate a path between other equipment and children. These types of activities help children to develop their physical skills and develop a positive attitude towards exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents receive a very warm welcome from staff who ensure the environment is ready for them when they arrive. The activities and resources provided are clean, safe and appropriate for the children's age and ability and children can safely access them. Children are beginning to develop their understanding about taking responsibility and keeping themselves

safe. Visits from outside agencies, for example, the police, lollipop lady and fire safety officers raise children's awareness of dangers in everyday life. There are clear boundaries within the setting to promote their safety, such as not running inside, and these are always followed by clear explanations by staff so that children can fully understand the importance of safety practices.

Children are secure. Indoor and outdoor space is organised to enable children to explore and take risks while being appropriately supervised. A good adult to child ratio is met ensuring children experience consistent high levels of support and their risk of injury is minimised due to staff's vigilance. A recently developed written daily risk assessment is supported by other in-depth assessments to recognise and address hazards minimising danger to children. Access to the premises is monitored by staff who man the entrance door and gate at the beginning and end of each session and ensure that it is locked at all other times. Staff take extra care to protect children's safety by ensuring that all persons collecting children are authorised to do so. A visitor's book is used to establish a record of other adults who are on the premises at any one time ensuring they are there for a legitimate reason, safeguarding the children's welfare.

Children are protected from harm. All staff have a thorough understanding of child protection issues and their responsibilities in this area. There are clear procedures based on the national guidelines for safeguarding children and these are fully implemented in the setting. Children's safety and well-being is fully promoted as staff remain vigilant to existing injuries that children have from outside of the setting and record and use this information appropriately and confidentially. Clear procedures if an allegation is made against a member of staff are in place and understood, thus children are always cared for by suitable staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, secure and interested in their play and learning at the pre-school. They are able to make choices about the activities they choose and move independently around the room. The pre-school room is set up to promote all areas of learning and children have independent access to a good range of toys, resources and materials. Children enjoy exciting learning opportunities as they play in and outdoors. They have close relationships with staff, giving children a sense of security and well-being. Children are supported very well during settling-in times and are secure in the pre-school staff's care. Staff's good nurturing skills help children feel secure and valued, which enables children to settle quickly into the pre-school environment and move confidently onto the activities.

Staff demonstrate a good understanding of how children learn through play. The manager has a good knowledge of how to plan educational activities for children and she is very able to support staff who are developing their knowledge and understanding of working with the Foundation Stage. All children are offered the same learning opportunities whether or not they are in receipt of funding for early years education. They are offered sensitive support from staff to help them with their tasks which in turn builds the child's self-confidence as their achievements are valued. Furthermore, children's choices are acted on and valued. For example, as they decide to have a singing session rather than story time and they choose what songs they will sing with full support from staff building their self-confidence.

Nursery education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals and engage in a wide range of experiences and activities covering all areas of learning. Planning includes a long term and weekly plans. A new system is currently being implemented in which each child receives an individual learning plan which takes into account the current level of attainment and how to move the child forward in their education ensuring all learning experiences are appropriate. Staff evaluate the activities and generally assess children's progress to help plan the next steps in their learning, although children's assessments can be sporadic making it difficult to track children's progress through the stepping stones. This can impact on children's progress to the early learning goals.

Children benefit from being supported well in activities. For example, they paint dinosaur models, mixing colours and discuss the process with staff. They extend their vocabulary as they further discuss names of dinosaurs and children begin to comprehend a sense of time as they eagerly listen to staff talking about how long ago dinosaurs roamed the earth. Their language is encouraged well by staff answering questions and talking about what they are doing.

Children demonstrate a good attitude towards learning and are keen to try new activities. They remain at activities for extended periods of time as staff support children to achieve their goal, for example, as they increase their cutting skills with scissors. Children instigate imaginative play in the home corner and confidently include others as they prepare meals and care for their 'babies'. Children work together as a group as they build intricate towers from building blocks or plan and instigate an 'outdoor picnic'. They begin to comprehend a sense of routine as they are given tasks to tidy up before snack time which they undertake enthusiastically.

Children enjoy listening to stories and handling books. Staff engage children well at story time where adults and children sit on the floor together sharing the books, developing their interest in books and reading. Children's creative thinking and language development is further enhanced as they devise their own 'fairy tales' which staff scribe and put into the pre-school's own fairy tale book. Children are beginning to make marks for meaning as they attempt to write their names on their artwork. Staff use name cards to help children recognise their own names and talk about the phonic sounds that make them up. All these activities support the four aspects of communication, language and literacy development: reading, writing, listening and speaking.

Children use numbers confidently. They demonstrate they are able to count to 10 and recognise the relevant digits. Children show their understanding of numbers as they talk about how old they are and point to the relevant digit on the inspector's laptop. Children begin to use calculation skills as they sing action songs, using their fingers to represent the numbers. They build elaborate towers with different shaped building blocks and manoeuvre the pushchair safely around the room, avoiding obstacles and passing through small spaces, developing the children's thinking and methods of problem solving.

Children are beginning to understand the world in which they live. They are inquisitive about the natural world as they plant and care for flowers and vegetables, or visit chickens locally and collect the eggs. As a consequence children learn to respect and care for the natural things around them. They actively become aware of their own community as they take walks around the village, visiting different shops and services. There are opportunities for children to learn about new technology through imagined or real experiences with open access to a computer and programmable toys and imaginary props such as telephones and cookers in their home corner.

Children's creativity is encouraged through a variety of mediums and they enjoy many opportunities to be creative. They have fun dressing up, exploring paints and making music. They especially enjoy investigating the collections of bits and bobs which are available for creating pictures, for example, bottle tops, glitter, pieces of material and coloured feathers. In these activities, they learn about pattern, texture and colour. They are developing good manipulative skills as they cut and stick. They roll and fold play dough with ease, making shapes.

Helping children make a positive contribution

The provision is good.

Children feel valued and included in the setting. They have a real sense of belonging and a busy, happy atmosphere prevails. Children have close relationships with staff and approach them confidently. They enjoy group activities and join in enthusiastically as they sing or listen to stories. They feel special when asked to help such as during tidy up time when they are given specific tasks to be responsible for. Children's needs are met appropriately by staff, for example, if a child is upset they benefit from individual attention. Children are encouraged to be independent. For example, they use the toilets independently, wash their own hands and put the paper towels in the bin. They learn to make decisions through being given choices such as what activity they want to participate in.

Children learn about a wider society through using various resources which reflect diversity, such as books and dolls. They take part in activities based on cultural and religious themes, such as Chinese New Year, when they learn how to use chopsticks and taste noodles. Visitors to the pre-school introduce other aspects of the wider world, such as Mendhi hand painting to celebrate the Hindu and Muslim culture. Children are active members of their local community as they visit local shops and services or the retirement home next door, instilling a sense of community and respect for others. Children with learning difficulties and/or disabilities receive good support. Staff liaise with other professionals and set up individual plans to help children progress in their learning. Staff are sensitive to the needs of children and adapt activities to ensure all children are included. In the same way they seek guidance to help support children who speak English as an additional language, working closely with parents.

Children behave well and learn to share and take turns. They are well aware of their boundaries and how to behave responsibly. They are polite, for example, saying 'excuse me' when trying to get a member of staff's attention or thank each other as they share the food around at snack time. They respond well to the praise and consistent guidelines set by staff. Staff treat the children with respect and listen to them which encourages them to value others. The setting has a policy which outlines strategies of managing behaviour and the setting encourages good behaviour through age-appropriate strategies.

Children are encouraged to share, play together and respect each other. They are given opportunities to appreciate other cultures and express themselves through a variety of mediums. Children's social, moral, spiritual and cultural development is being fostered.

The pre-school works closely with parents and carers. Staff provide clear information in the prospectus on procedures and help with settling children in. Parents are asked to provide information about their children in order that staff can provide the appropriate care. Information is also clearly displayed on the notice board concerning aspects of the organisation of the pre-school, for example, the complaints procedure and log and photographs of all the staff. At present parents speak highly of the care their children receive.

The partnership with parents and carers of nursery funded children is good. Attractive displays provide information about the Foundation Stage of learning and the 'Birth to three matters' framework. Regular newsletters include details of the planned topics. Parents are aware that they can approach staff at any time to discuss their child's progress and this is consolidated by annual meetings and informal feedback daily. Staff actively work with parents to ascertain their child's starting points to begin their education in the pre-school, although this input does not always continue throughout the educational year. This means some parents do not become fully involved in their child's learning.

Organisation

The organisation is satisfactory.

Staff have a secure knowledge of the National Standards and implement these throughout the pre-school. This is enhanced with their experience and knowledge of the Foundation Stage. High regard for the welfare of the children, well-planned activities, and sustained levels of staff support contribute to children's well-being, enjoyment and achievements. They have a clear vision of how they would like to move the group forward and embrace changes for the improvement of their practice to enhance children's overall enjoyment and development. Staff work well as a team and continuous professional development further enhances children's experiences in the pre-school.

The premises are very well organised including daily routines although the organisation of snack time can mean children have to wait sitting at the table whilst not engaged in an activity and children's behaviour becomes more challenging at this time. Children understand what happens next and this gives them ample opportunity to work and play at their own pace. This also helps them understand about responsibility as they help clear resources and equipment away at the end of free play time to move on to other group activities. The door to the outside area is open so children can flow freely between indoor and outdoor play. Staff use the time spent with the children in a meaningful way to ensure they have opportunity to interact and give appropriate adult attention to each child. This effective level of support helps children relate to the adults, respond well to others and aids their learning.

Staff share in the responsibility for the effective updating of records and documents which are kept secure in a locked cupboard and filing cabinets. Staff evaluate and improve their own practice and work together to plan activities, and evaluate what works well to benefit the overall care, welfare and learning of the children. They are very well deployed throughout each session and are able to create an inclusive environment which clearly shows that each child matters.

However, systems and procedures for the recruitment of new staff and the vetting of new committee members are not robust. There is no clear procedure to recruit new staff members which means some safety checks can be missed. Procedures to ensure new committee members adhere to the vetting procedures are weak which means there is some uncertainty whether checks have been undertaken on some members. This can compromise children's safety.

Leadership and management is good. The manager and staff are committed and professional in their approach to providing children with early years play and learning experiences. They work closely together to ensure the day to day running of the pre-school goes smoothly and provide an environment for children to be happy and flourish. Good staffing ratios are maintained throughout the session ensuring children are well supervised and supported during play activities. However, the monitoring systems in place are not fully effective in identifying the weaknesses in nursery education. For example, recording children's progress can be sporadic therefore it

is difficult to track children's progress. The manager has worked with the local authority in the past to develop the quality of nursery education and is proactive and has a very positive attitude in implementing strategies to enhance their practice which benefits children's care and learning.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to review and amend the staffing policy to include the appointing and induction of staff and continue to maintain and improve the educational programme.

An informative induction programme is now in place to ensure new staff are fully conversant with the day to day running of the setting, including health and safety and child protection in the first week of employment. However, systems in place for the recruitment of staff are still weak and require further development.

Children benefit from a well planned and well balanced educational programme which encompasses all areas of learning. To further develop this aspect of the setting, systems to monitor the nursery education will further enhance children's learning experiences.

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

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 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):

- consider the organisation of snack time so that the needs of all children are met
- ensure all adults providing day care are suitable to do so and that recruitment procedures are robust to safeguard children (this particularly relates to the committee).

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):

- develop and implement a system to assess the strengths and weaknesses in the education provision to ensure gaps are highlighted and actioned.

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