

Paston and Gunthorpe Pre-School

Inspection report for early years provision

Unique Reference Number	EY310404
Inspection date	11 July 2007
Inspector	Lesley Barrett

Setting Address	Gunthorpe Primary School, The Pentlands, Hallfields Lane, Gunthorpe, Peterborough, Cambridgeshire, PE4 7YP
Telephone number	01733 571193 or 07770 796552
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Registered person	Paston and Gunthorpe 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 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?

Paston and Gunthorpe Pre-School have been registered at their current premises since 2005. They operate from a classroom within Paston & Gunthorpe Primary School. There is a secure enclosed outdoor play area. A maximum of 19 children may attend at any one time. The provision is open each weekday during school term-time from 09:15 to 11:45 and 12:15 to 14:45 Monday to Wednesday and 09:15 to 13:00 on a Thursday and Friday.

There are currently 34 children on roll aged from two to under five years. Of these 24 are in receipt of nursery funding for three and four-year-olds. The pre-school is able to support children with learning difficulties and/or disabilities and children who have English as a second language.

The provision employs five members of staff to work with the children, all of whom have suitable childcare qualifications. The provision receives support from Local Children's Strategic Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is effectively promoted by staff who recognise and reduce possible risks. For example, tables are cleaned with anti-bacterial fluid prior to using at snack and staff practice good hygiene routines when preparing food. Children are reminded of the importance of good hygiene procedures as they are required to wash their hands after toileting and before snack time. Children's basic first aid needs are appropriately met as staff are trained in administering basic first aid and permission is sought to obtain emergency medical treatment. Appropriate procedures are in place to record any accidents and parents are notified of when their child has sustained an injury.

Children's healthy eating is promoted as varied and nutritious snacks are provided. Good, opportunities are provided for children to gain independence as they are able to pour their own drinks at snack time and children are routinely given the responsibility of 'special helper' during this time. They help to lay the tables, count how many cups are needed and hand out plates, helping to increase their confidence and feel a sense of belonging. However, staff do not currently sit with children at lunchtimes to promote social skills and provide a rich social experience for children.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills, both when using large and small apparatus. They are developing their fine muscle skills as they use a range of equipment, such as scissors, threading, play dough tools and through building with various sized bricks. Very good use is made of the outdoor play area providing children with a wide range of activities to promote their all round development. They are able to pedal, balance and climb to enable them to develop their large motor skills. They practise their negotiation skills as they collaboratively try to push their bicycles up a slight incline. Outdoor play is an extension of indoor play, as children are provided with good opportunities to practise letter and number recognition, participate in meaningful mark making activities and fuel their imagination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure premises, which is welcoming for children and parents.

The room is organised effectively creating a child friendly environment which enables children to explore and take risks while being appropriately supervised. Children use a comprehensive range of toys and equipment that are good quality and safe. Children access resources independently and the use of low-level pegs and for their belongings, allows them to exercise independence in their daily routines.

Children's safety is promoted through clear policies and procedures, including robust risk assessments which are carried out on the premises. Doors are kept secure during the session and staff supervise children's arrival and departure to ensure children are unable to leave unsupervised. Children are learning about the importance of keeping themselves safe, as staff clearly explain the risks of choking if they don't sit still to eat or what might happen if they tip on their chair. Fire drills are regularly carried out helping staff and children become familiar with the routines to be followed in the event of an emergency.

Children's welfare is effectively safeguarded with regard to child protection. An effective child protection policy is in place which ensures children's safety and well-being are the main concerns of the group. All staff have attended child protection training and are aware of the procedures to be followed should they have any concerns about a child in their care. Children are never released to an adult unless they have consent from the parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident. They show a good bond with staff who are consistently warm and kind in their approach. The needs of younger children who are settling are effectively met as staff are sensitive to their needs. The 'Birth to three matters' framework is considered when planning activities although information is not provided on how activities can be adapted to meet younger children's needs. Most children enjoy circle time, although the organisation of large groups time is not always effective for all children due to differing abilities. Consequently, staff are unable to sustain all children's attention and make it an enjoyable experience for all children.

The quality of teaching and learning is good. Staff have a generally good knowledge of the Foundation Stage and present a range of interesting activities to promote children's learning.

They demonstrate a clear understanding of the way children learn, they are flexible which ensures that children are interested, willing and eager to participate. They recognise opportunities for extending children's learning and ask questions to provide challenge, generally enabling children to think and predict for themselves during activities and general conversation. Daily plans link to the early learning goals, focused activities are identified daily, although insufficient information is provided to show how these activities can be adapted to meet individual children's learning needs. Observations are made to monitor children's progress, although these are not consistently used to inform future planning and provide differentiation of activities to promote all children's learning.

Children relate well to each other and adults confidently expressing their ideas. They show a sense of belonging as they greet each other and staff at the start of the session, they know each others names and demonstrate they are familiar and secure with the routines. They are independent in their self care, as they take themselves to the toilet and wipe their own noses. They work together well in small groups and on a one to one with an adult. They are developing sense of their own needs and those of others as staff encourage children to share and take turns.

Most children are confident speakers and engage easily in conversations with each other and adults. They talk confidently to staff who mostly respond appropriately to develop their thinking skills. For example, a child tells a member of staff that he went to the hospital and the staff member asks questions as to what happened. Information displayed around the room, such as on storage boxes for toys, helps children to recognise that print has meaning and they are provided with opportunities to recognise their name. Staff make effective use of a spontaneous activities, such as a large letter board to support children's interests in recognising words and letters. Meaningful activities for mark making are effectively introduced through a wide range of organised and daily activities, particularly during outdoor play as children can chalk on boards and the playground. They also use clip boards to help draw their map to the airport and make notes in their note books.

Through spontaneous and planned activities children are beginning to see connections and relationships in numbers, shape and measures. For example, they count together to see how many children are present, recognise numbers during their play and staff make good use of unplanned activities to support children's mathematical development. For example, as they play with a telephone children are encouraged to recognise numbers out of context. Through simple songs, such as 'five little men in a flying saucer', children are becoming involved in simple calculations.

Children learn about the environment and the natural world through an interesting range of planned and spontaneous activities. They have been involved in the process of growing their own flowers and vegetables and learn about how to take care of them. Children learn about similarities and patterns as they make leaf and bark rubbing and show an awareness of change. They particularly enjoy looking at themselves in photographs, helping them to develop a sense of time and place and recall past events. Children are provided with frequent opportunities to be creative, using a variety of materials, such as paint and collage materials, however, displays show insufficient opportunities for children to make and design their own creation as pre-cut templates are made available for them to use. Children thoroughly enjoy participating in role play based on first hand experiences as they pretend to prepare lunch and staff encourage their thinking as they ask them about the types of food they like to eat.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the group and are valued as individuals. Their needs are effectively met as staff work closely with parents to ensure that they have relevant information enabling them to provide appropriate care for children. They are encouraged to have positive attitudes and are developing an awareness of diversity through the play resources available and celebrations of religious festivals. Children's sense of belonging is enhanced through the 'special helper' system and use of 'Billy Bear' who spends a week with children. Systems are in place for children with learning difficulties and/or disabilities to ensure that their needs are met.

Children's spiritual, moral, social and cultural development is fostered. They are generally well behaved and learning to use good manners at all times. Staff set consistent boundaries and use positive practices for behaviour management that are calming to children. For example, distraction and gentle guidance. They give clear explanations as to why they are asking a child not to do something and children are praised, helping to promote their self-esteem. They happily help with tidying away which helps to promote good behaviour and for them to feel included in the routines of the group.

The partnership with parents and carers is good. Positive relationships between parents and staff have formed, which benefits the children's care and learning. They receive comprehensive information about the setting and the Foundation Stage. They are welcomed into the playgroup and given opportunities to discuss their child's achievements and progress with their key worker through an 'open door policy'. They are kept well informed of the current plans and other information, through regular newsletters and a parent notice board. Parents speak positively about the group and feel confident to approach the staff for any support. Parents feedback is sought through the use of questionnaires and any concerns raised, addressed appropriately to improve the quality of care for children. The pre-school has a clear complaints procedure which is easily accessible to parents. Staff build good relationships with parents which enables them

to resolve most concerns quickly and informally. A complaint log is available for all parents to see to ensure that they are fully informed of issues arising within the pre-school.

Organisation

The organisation is good.

Children receive a good level of care from staff, who are appropriately qualified and have been subject to a vetting procedure. The consistency of the same staff working each day and high staff to child ratios helps to ensure that children are looked after safely by suitably qualified and experienced staff. The commitment of staff to continue their training, to ensure that they are kept up to date with current knowledge, teaching methods and child care practices, ensures that children's developing needs are effectively met. Children also have the confidence to initiate their own activities, as good levels of adult support provides them with many opportunities to access a range of activities.

The Pre-School is suitably organised as the effective layout of the premises allows children to play in different areas to maximise their play and learning opportunities. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed to ensure that children's continuing needs are met. However, the recording of children's attendance is not always accurately recorded to promote children's safety and well-being.

Leadership and management is good. The provision is effectively managed and monitored.

The supervisor has a clear vision about how to provide a quality service to children and parents, that meets their individual needs and a sound understanding of the Foundation Stage. The supervisor delegates effectively to ensure that all staff feel involved in all aspects of the setting. Staff work well together as a team and are clear in their individual roles and responsibilities. Appraisal and regular informal chats enable staff to identify their strengths and weaknesses, to ensure that the continuing needs of all children can be met. Overall children's needs are met.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

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. Since registration 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.

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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 how the organisation of meal times and large groups times can be effectively organised to ensure that they are a rich learning experience for all children
- review procedures for recording children's times of arrival & departure to ensure they are consistently recorded.

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):

- review planning to ensure that it includes differentiation to encompass all children's next steps for learning. (this also refers to care)
- ensure children's artwork is individual and their own creations.

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