

Little Nippers Mevagissey Pre School

Inspection report for early years provision

Unique Reference Number	102925
Inspection date	04 May 2007
Inspector	Judith Harris
Setting Address	Trewinney, Mevagissey, St Austell, Cornwall, PL26 6TD
Telephone number	07792505264
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Registered person	Little Nippers at Mevagissey 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Little Nippers Pre-school opened in 1961, and moved to the school site in 1994. The pre-school operates from a self-contained building on Mevagissey Primary School site. Mevagissey is a fishing port situated on the south coast of Cornwall.

A maximum of 26 children may attend the pre-school at any one time. The pre-school is Monday, Tuesday, Thursday and Friday mornings open from 09.00 to 12.00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 27 children aged from two to under five years on roll. Of these, 23 children receive funding for early education. The pre-school employs four 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 are learning good skills for personal hygiene; they go to wash hands after messy play and after using the toilet. Children clearly know the routines well and older children go to wash their hands independently. Younger children are helped and supported with hand washing. Adults give gentle reminders and fully supervise hand washing before snack. The space used by the children is clean and hygiene is well maintained throughout the sessions. Tables are wiped with anti-bacterial spray before snack and after messy and creative play. Adults use good routines when changing nappies and use good personal hygiene routines. The pre-school has effective policies and procedures for ensuring that they are working to prevent the spread of infection. They are careful to exclude any children who are clearly infectious, and parents are informed of the sick children policy. Children are encouraged to use tissues and dispose of them hygienically. Children's health is well supported by the effective systems for the administration of medication and the well kept records are shared with parents.

Children have daily opportunities for outdoor play with a range of play equipment that allows the children to develop skills and exercise. The garden is set up to provide areas for different activities. Children play on climbing frames and slides on the grassed area and on ride-on toys in the paved area. There is an area of decking with benches for outdoor activities and the children play in the sand tray in this area.

Children are provided with healthy balanced snacks and drinks and they are able to choose from the variety provided. Children have snack in small groups which the pre-school find is most suitable for their routine. Children have a choice of water or milk to drink; they have fresh fruit for snack. Children have a choice of different fruit each day. In the garden children have drinking water to help themselves to and they can ask for a drink at any time. Children's individual dietary needs are recorded on their records and effectively met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Entry to the pre-school is secure, visitors identity is checked and all visitors must sign in. Arrival and collection of the children is carefully monitored by staff. A member of staff stands by the door and parents come into the room to drop off or collect children. In the pre-school play space children are able to move around safely with good safe access to all activities and areas. The large garden area is secure and fully enclosed and staff can see all areas at all times allowing them to give good levels of supervision. Children's safety is well supported by the comprehensive risk assessments that are carried annually by the play leader and reviewed if there are any changes to the premises or toys and equipment. Children take part in regular fire drills which are practised at different times of day.

Children have safe access to a wide range of age appropriate toys and equipment. The pre-school have suitable systems for ensuring toys and equipment are clean and well maintained. Staff carefully monitor children's choices of play equipment and resources. They are vigilant and ensure children use equipment in a safe and suitable manner.

Children are protected from harm because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. The pre-school have a

child protection officer and clear policies and procedures for recording and reporting any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in the pre-school. They take part in a suitable range of activities that have been planned using the Foundation stage or Birth to three matters framework. Children move freely around in the play space accessing activities independently. Children are confident and approach the adults to ask for different toys and equipment throughout the session.

Nursery Education

Children are confident, happy and well behaved. They are clearly learning the codes for behaviour and gaining an understanding of the importance of having respect for each other. Older children are developing sufficient levels of personal independence. Children use a suitable range of spoken language to play and develop their games. Children are beginning to develop a secure understanding of text; at story time they take part in re-telling the story. Some children can write their names and others are beginning to develop these skills. However the opportunities for children to practise handwriting at different activities are not extensive. Children count with confidence and use an appropriate range of math language. Children are interested and involved in a math game and they are positively supported by an adult. The children are beginning to develop a secure knowledge and understanding of the world. They take part in a range of activities about the natural world; children have looked at life cycles and growth of animals and plants. Planning shows that children take part in activities that look at the celebrations of different cultures and religions. Children have not had enough time and space to explore the natural world themes. Children have access to a wide range of creative activities which include painting, printing and a creative workshop area with different materials. Children take part in a music session and use their imagination to develop and extend role play games. Children have access to a large garden area where they have different types of toys and equipment for large physical play. However the opportunities to use this area are limited by the daily routine.

The quality of teaching and learning is satisfactory. The staff demonstrate a secure knowledge of the Foundation stage which they use to provide a range of activities. The pre-school operate a key-worker system and staff make observations of the children and mark off achievements on an "I can" sheet for each child. Planning for nursery education uses the areas of learning and is under a theme for each term. The current theme is growth and each week children look at something different in the natural world. There are suitable levels of interaction between the adults and children. Adults are using open questions and encouraging children to talk about experiences. Adults provide sufficient challenges and have suitable expectations of the children. The pre-school have a sound and balanced foundation on which to build and extend the opportunities for children to explore and investigate. However at present the provision of activities lacks focus which means that the staff are not always making the best possible use of all planned and naturally occurring situations to extend and challenge the children. There are so many aspects of growth looked at under the theme that the children don't have enough time and space to explore and investigate; and the adults do not have the space to really extend each activity.

Helping children make a positive contribution

The provision is satisfactory.

The pre-school have clear policies and positive attitudes to ensure inclusive practise. The pre-school work to ensure that all children are treated with equal concern. They are successfully providing children with activities that help them gain an understanding of the wider world. The pre-school have suitable policies and procedures for ensuring the inclusion of children with learning difficulties and disabilities. They have a member of staff who is the SENCO and work closely with the area SENCO. Children are well behaved and positive behaviour is effectively supported by the policies and procedures of the pre-school. Staff use appropriate strategies that are suitable for the children's ages and levels of understanding. The children clearly have an understanding of the codes for behaviour and the adults are positive role models.

Staff have appropriate relationships with parents and records are effectively shared with them. Parents are provided with suitable information about the setting and kept informed about events and activities through the regular newsletter. Children are well settled and parents are encouraged to take an active part in the pre-school. Parents sit on the committee and take part in regular events.

Partnerships with parents is satisfactory. Some information is taken from parents at admission but this is limited and does not provide enough information for planning to build on what children already know. Children's progress records are shared with parents at open days and parents report that they are given suitable information.

Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The pre-school is well organised and has effective policies and procedures that make up the operational plan. There are well kept records for each child which successfully support the staff in their work with the children. The pre-school's policies and procedures are regularly reviewed and updated. Play space is well organised to provide children with areas for different types of play. The daily routines allow children to have long free play periods, however the outdoor space is only used for short periods at each session.

The Leadership and management is satisfactory. The play leader organises the planning which she then shares with the staff team who are all able to put in their ideas. The play leader and staff are qualified and experienced workers who have worked together for sometime and work well as a team. The staff team is well supported by the committee and the play leader has a sound foundation and a committed team of staff. However the delivery of the Foundation stage is limited by the lack of focus in the planning and observation records and the lack of information taken from parents for starting points.

The setting meets the needs of the range of children for whom it provides care and education.

Improvements since the last inspection

At the previous inspection recommendations were made for the pre-school to; develop policies and procedures to be carried out in the event of a child being lost or a complaint being made about the provision. To ensure that all children take part in emergency evacuation procedure drills. To ensure that children's records have signed permissions for emergency medical treatment

and all accidents records are signed by parents. The pre-school have developed a lost child policy and have a comprehensive written procedure for dealing with complaints. They have updated children's records to include permissions for emergency medical treatment and developed systems to ensure all accident records are signed when children are collected. Fire drills are carried out with the school and separately for the pre-school to ensure all children take part.

Complaints since the last inspection

Since 1 April 2004 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 records may contain complaints other than those made to Ofsted.

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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):

- review the daily use of the garden to provide children with opportunities to move freely between the outdoor and indoor space throughout the session.

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 the planning to ensure that themes have a suitable amount of focus and extension to provide children with opportunities to explore and investigate through activities.
- develop system for gathering information from parents about children's starting points at admission to ensure any planning is securely building on what children already know

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