

Davidson Pre-School

Inspection report for early years provision

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| Unique Reference Number | 124931 |
| Inspection date | 18 May 2007 |
| Inspector | Angela Ramsey |
| Setting Address | Northway Road, Croydon, Surrey, CR0 6DD |
| Telephone number | 07930 150888 |
| E-mail | |
| Registered person | Davidson Pre-School Management Committee |
| 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?

Davidson Pre-school has been operating for approximately 15 years. They operate from a converted school building which is part of an Educational Professional Centre. They are located on a residential road near Woodside, close to bus links.

The pre-school is registered for a maximum of 23 children aged two to five years. There are currently 29 children on roll. This includes 21 children who receive nursery education funding. Children attend for a variety of sessions. The nursery supports children with learning difficulties or disabilities, and children who speak English as an additional language.

There are a total of seven staff who work with the children. All staff have, or are working towards, early years qualifications. They have support from the Pre-school Learning Alliance and the local

authority for training advice. They are also part of an accreditation network.

The hours of opening are Monday to Friday, from 09:30 until 12:00 term time only.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Suitable procedures are in place to ensure that children's safety is ensured in the event of accidents or illnesses. Members of staff have attended training in first aid and a well stocked first aid kit is available for use when required. Parents or carers are contacted as soon as possible if a child becomes ill and the child is comforted and well cared for until their parents or carers arrive. However, evidence that written parental consent is obtained, for the setting to seek emergency treatment or medical advice, was not available during the inspection.

Children's health is not sufficiently promoted as they do not wash their hands before eating their snacks. Although children are encouraged to wash their hands after using the toilet and after messy play, there is only one communal towel available. Therefore, children's health is compromised as there is a risk of cross infection.

Snacks of biscuits, toast and fruit are provided and children are given the choice of either water or milk to drink at circle time. A water cooler is available and children are help themselves with drinks to prevent them from becoming dehydrated.

There are opportunities for children to develop their physical skills, although the group no longer has access to the gym in the school building. Children are able to enjoy riding wheeled toys in the front of the premises. They are able to negotiate space and corners and the climbing frame enables children to stretch, climb and slide.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff ensure positive steps are taken to promote children's safety within the pre-school in the outdoor play area and when children are taken on local trips. For example, the security of the premises ensures children are unable to leave unattended. Safe ratios are maintained when the children are taken on local trips and parent's provide written consent. Children are well supervised within the pre-school. However, visitors do not routinely sign the visitors' book and the group's fire extinguishers are not checked annually, which has some impact on the safety of the setting.

The range of resources, equipment and furniture are satisfactory. Although space is limited staff make appropriate use of the space available. Resources are stored to make them accessible to the children enabling them to make choices. Members of staff complete risk assessments in all areas of the pre school. Staff regularly practise fire drill procedures with the children to ensure that these are familiar to them should an emergency arise.

Staff have adequate knowledge and understanding of child protection procedures and they understand their responsibility in reporting information should they become concerned about any children in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

On arrival children find an activity and immediately start enjoying their time in the pre school. The staff are friendly and this contributes to creating a relaxing atmosphere where children feel a sense of belonging. Members of the staff team have attended training in relation to the 'Birth to three matters' framework and incorporate this when planning activities. Though these records are in place they lack detail, and do not clearly identify the next steps for children.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have knowledge and understanding of the Foundation Stage curriculum. Medium and short term planning is in place to ensure that children are making some progress towards the early learning goals. Children have key workers whose responsibility it is to complete observations, assess and evaluate activities and plan for children's next steps. Though these records are in place they lack detail and do not clearly identify the next steps for children.

Children are confident speakers and converse with their peers and staff members through their everyday play. For example, when talking playing in the doctors surgery they are able to explain that their 'baby' is unwell and use appropriate pretend medical equipment to check their baby's ears and eyes and check a member of staff's blood pressure. Children develop thinking and listening skills as they sit quietly and concentrate during story times as the staff changes her voice to make the characters in the story come to life. Some children are learning to match letters to sounds and they are able to recognise the letters of the alphabet. For example, they know which letter their names starts with. As children arrive at the pre school they are encouraged to look for their name card and place it on the magnetic board. However, more able children are not encouraged to write their names on their creative work, to further extend their writing skills.

Opportunities to further develop children's self help skills are not always used. For example, children are not always encouraged to put on and do up their own coats, and at circle time children did not help to give out the cups. On occasions, such as circle time, some older, more able children are insufficiently challenged, which leads to boredom and some disruption to the group.

There is a dedicated maths area with number posters and displays of children's number work. One display uses the illustration of frogs to explain the concept of addition. Children's mathematical skills are developing satisfactorily through planned activities. They learn about size, as they complete puzzles. Children develop an understanding of weight, by weighing items such as bricks on scales. Staff also use worksheets to extend children's mathematical and literacy skills.

To help children in their knowledge and understanding of the world, the staff team have recently completed activities linked to a theme called 'People who help us'. Staff have organised visits from fire and road safety officers and a visit from a community nurse is in the process of being arranged. Children have access to a computer and are becoming skilled at navigating around screen. Staff have prepared a range of coloured bottles containing an assortment of mixtures, such as water and glitter, which enables children to investigate their characteristics and properties.

The opportunity to be creative is available; children are able to experiment with paint using their sense of touch, as they use brushes to paint their hands and then do hand prints.

Children are learning to gain control over their bodies through physical activities, such as, riding wheeled toys, jumping on a trampoline and using climbing equipment in the outdoor play area. Children have satisfactory opportunities to practise fine motor skills as they use brushes to paint, crayons for drawing and scissors.

Helping children make a positive contribution

The provision is satisfactory.

Children at the setting are valued and helped to feel good about themselves. As a result children are happy and confident and have very good levels of self esteem. The staff team know the children in their care well and work hard to meet their individual needs. Children with learning difficulties or disabilities are supported well and the staff team works with outside agencies as well as parents.

Overall, children behave well. However, during circle time some of the older children are insufficiently challenged and this leads to their behaviour becoming disruptive. Staff positively praise and encourage good behaviour. Children learn the importance of taking turns and sharing with others. This benefits children's self esteem.

Children's social, moral, spiritual and cultural development is fostered. The children attending the pre-school, reflect the cultural diversity of the community. The staff team organise the celebrating different festivals such as Easter, Christmas and Divali which increases children's knowledge of others. Children are also able to play with multicultural toys and resources, such as, dressing up clothes and looking at books about other cultures.

Partnership with parents and carers is satisfactory. Parents receive information about the setting and are encouraged to speak to staff about their child's progress. They are also provided with information regarding the Foundation Stage curriculum and the 'Birth to three matters' framework. Parents comment positively about the pre-school; they are happy with the service provided. Although a complaints procedure has been devised, the setting are unaware that it does not include Ofsted's current contact details.

Organisation

The organisation is satisfactory.

The recruitment and vetting procedures for staff and volunteers are appropriate. This ensures that children are being cared for by staff who are suitable. Children are provided with a range of toys and resources. The staff team are clear of their roles and work well together to ensure that the needs of all children are met at all times.

Children's care and learning are well supported by the range of policies and procedures in place and staff have a sound working knowledge of these. Policies and procedures have been devised and these are accessible to staff and parents. All records and consent forms are regularly updated to ensure the safety and welfare of children. The pre-school's certificate of registration is displayed, as required, and the correct ratios maintained.

Leadership and management is satisfactory. Staff meet on a regular basis to discuss day to day routines and to plan themes and activities. Staff's training needs are known and acknowledged,

staff have attended in house training on the Birth to Three Matters framework and the Foundation stage. Although staff observe and keep records of children's progress, these lack detail and children's next steps are not adequately planned for.

Overall, the setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the setting was asked to: devise and implement a health and safety and risk assessment policy; ensure that at least one member of staff has suitable first aid training; ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice; include physical intervention procedures in the behaviour management policy; obtain a copy of the National Standards and Guidance for Sessional Care.

These recommendations have been met well and the health and safety of children has improved as a result. A health and safety and risk assessment policy is in place. One member of staff has gained a first aid qualification and another member is due to up date her training in June 2007. Children are provided with an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. A physical intervention procedure has been devised and the group have obtained a copy of the National Standards and Guidance for Sessional Care.

With regard to nursery education the setting was required to: provide practical opportunities to extend children's mathematical development in a meaningful way; consider a programme for communication, language and literacy and how staff use question and answers time to build on children's existing knowledge.

The recommendations under nursery education have been met, which has enabled the children to make satisfactory progress. Children are provided with the opportunity to understand numbers as they complete number and shape puzzles. Group sessions, such as, circle time are used to build on children's existing knowledge as staff ask the children questions about the days of the week. After story time children are asked questions which enable them to recall parts of the story.

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.

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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):

- ensure children's awareness of good hygiene practices by teaching them the importance of hand washing before snack time. Provide suitable and hygienic hand drying facilities
- obtain written parental consent regarding emergency treatment or medical advice
- ensure a record of visitors is kept
- ensure all fire equipment is checked regularly
- include the name, address and telephone number of the regulator in the complaints procedure

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 the methods of assessment and observation to inform planning for the next steps in children's development and their individual needs. (This also relates to care)
- encourage children to further extend their literacy skills through such opportunities as writing their names on their work; provide opportunities to develop children's self help skills

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