



## **Mattishall Pre School**

Inspection report for early years provision

**Unique Reference Number** 254173

**Inspection date** 08 June 2005

**Inspector** Pauline Margaret Todd

**Setting Address** C/O Grounds Mattishall Primary Junior School, Dereham Road,  
Mattishall, Norfolk, NR20 3AA

**Telephone number** 07720 826901

**E-mail**

**Registered person** Mattishall 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](http://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?

Mattishall Pre-School opened in 1969 and has been operating from its current premises since 1990. The premises are located in the grounds of Mattishall Primary (Junior) School in the village of Mattishall, Norfolk, close to the market town of Dereham. The pre-school is committee run with charitable status. A maximum of 26 children may attend the group at any one time. The pre-school is open each weekday, during school term times, from 9.15 until 11.45 Monday to Thursday, and

from 12.45 until 15.15 Monday to Friday. During the summer term, the Thursday session is from 9.00 until 12.00. All children share access to a secure enclosed outdoor play area.

There are currently 56 children, from two to five years on roll. Of these 31 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with special educational needs.

The group employs five full and part time staff and volunteers regularly help at sessions. Half of the staff, including the supervisor hold appropriate early years qualifications. One member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene through everyday routines and want to become independent in their personal care. They wash their hands after using the toilet, before eating and after touching the guinea pigs. Staff raise children's awareness of good hygiene practices and healthy living by teaching them about the importance of nose wiping and disposal of tissues. Children are protected against the spread of infection because the staff and committee members follow effective procedures to maintain the cleanliness of the premises and equipment on a daily basis. Children's health details and medical requirements are clearly recorded. Appropriate system are follow by staff to ensure children who are unwell are suitably cared for.

Children benefit greatly from eating healthy snacks, such as carrots and fruit. They are able to skin a banana independently. The arrangements made, when parents provide food and drink for their children, promote children's healthy eating and well-being. Children help themselves to water as they wish throughout the session, and have a drink after playing actively outside, to meet their needs. Staff have a good understanding of children's dietary requirements and meet these appropriately to promote children's healthy growth and development.

Children learn the importance of physical exercise, and recognise the changes that happen to them when they are active, because staff discuss how their heart pumps blood around their bodies. Outdoor play is a regular feature of the pre-school provision and children have many opportunities to develop their strength and physical capabilities. For example, children use challenging climbing apparatus, construct with large equipment, run energetically, balance beanbags, and pedal bikes. They demonstrate good control, co-ordination and spatial awareness when moving indoors and outside. Children practise and develop their manipulative skills using brushes, cutters, small world toys and are becoming adept at using scissors. They show an awareness of their own needs with regard to rest and relaxation and lay comfortably on the settee to look at books.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from a very warm, welcoming, and well organised environment. There is good accessibility for children and adults, including those with disabilities. There is sufficient space to offer a range of play experiences and activities, indoors and outside, with sheds available for safe storage of further items. Children are kept safe because staff are very vigilant and use thorough risk assessments to reduce potential hazards. The procedures for fire safety are simple and clear, and staff understand their responsibilities and roles in the event of a fire, to ensure safe evacuation of the premises. There are effective procedures to follow regarding entry to the premises, non-collection of children, lost children, and arrangements for outings, to ensure children are safe and secure at all times. Appropriate public liability insurance cover provides reassurance to parents.

Children use a wide range of safe, good quality, developmentally appropriate resources. These are well organised in low storage units and trays to help create an accessible environment. There are sufficient, suitable child-sized tables and chairs to ensure children are comfortable and can play and eat together. The soft furnishings, settee, and low adult chairs enable staff to work with children comfortably to support them with their activities and read them stories.

Children's welfare is safeguarded and promoted by the staff holding current first aid certificate and having a secure understanding of child protection procedures.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children arrive happy and keen to participate. The younger children enjoy playing freely with the small world toys, playdough and dressing-up as Bob the Builder but the structure of the sessions for the older children restricts the time they have to play and learn independently, initiate their own activities, and explore freely. The staff observe the funded children and this information contributes to their overall assessment programme to help them make satisfactory progress but there is no system to observe and record what the younger children do.

Children are building up close and caring relationships with staff who are friendly and approachable. They talk and listen to the children, ask them questions to make them think, maintain good eye contact, and position themselves at the child's level, to encourage good early communication skills.

The quality of teaching and learning is satisfactory. Staff have very good knowledge of the early learning goals to help children make progress but are not deployed effectively to support and guide children in their learning. Children show a strong sense of belonging as they happily leave their parents. They are pleased with their achievements and want to share their experiences. For example when playing outside with the beanbags. Children speak confidently and listen to each other at registration time. They select books independently, enjoy looking at illustrations and

are beginning to understand that print carries meaning as they read to themselves. Children use pencils, crayons and paints to make marks and a child tells a member of staff that she has drawn an octopus. Children gain confidence in using numbers and count well. For example 19 children, 2 daisies on card, 3 candles on birthday cake. Staff use mathematical language appropriately during everyday routines and activities. Children develop a sense of time and place, and gain good knowledge of their environment as they undertake a variety of activities in the garden and play with natural materials. They learn about different cultures and celebrate festivals. Children are confident to use technology to support their learning. There is good use of colour and materials to stimulate children's senses. They use musical instruments freely and enjoy singing rhymes. They use their imagination when using craft materials and during role play.

Activities are planned to give an understanding of their purpose. They ensure coverage of all six areas of learning to offer a broad, balanced curriculum. They do not show how children's knowledge, understanding, and skills, will be extended.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are developing good self-esteem and confidence because the staff give them regular praise and encouragement. Children with special needs are warmly welcomed into the group and given appropriate support to promote their welfare and development. Children are becoming aware of the boundaries for behaviour and know what is expected of them. They share and take turns as they play. For example sharing the playdough, small world toys and taking turns on the slide.

Children have satisfactory opportunities to learn about themselves, each other, and the world around them, through planned activities, visitors to the group, and outings. Children are helped to develop a positive attitude to other, through the use of resources which generally reflect positive images of culture, ethnicity, gender and disability. This approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is satisfactory. Children benefit from the good relationships which have developed between parents and staff. Parents feel involved in the running of the group and help at sessions and serve on a management committee. They are made welcome by staff and there is a useful exchange of information at the beginning and end of the sessions to promote children's well-being.

### **Organisation**

The organisation is satisfactory.

The pre-school follow effective recruitment procedures to ensure that staff and committee members are suitably vetted.

The quality of leadership and management of the nursery education is satisfactory. Good team work encourages all staff and volunteers to work together well to promote children's health, enjoyment and achievement. Opportunities to undertake training help staff to improve their skills and attain appropriate qualifications but they do not receive regular appraisals to encourage them to maintain their professional development.

Satisfactory use is made of staff, space and resources so that children are well cared for and supported during their time at the pre-school but the structure of some sessions do not enable children to make decisions about their play and learning or choose freely from a wide range of play equipment and activities to meet their individual needs.

Accurate registers, accident and medication records are maintained to promote children's health and safety. Policies and procedures are regularly reviewed and shared appropriately with staff and parents to ensure children's welfare.

Overall, the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

Since the last inspection, the pre-school has satisfactorily reviewed their child protection procedures to ensure they meet current guidance, and developed their behaviour policy to raise staff's awareness and understanding of effective ways to manage children's behaviour. Children now have access to fresh drinking water during the sessions to meet their needs and the fire instructions include procedures to follow if there is a fire at the school to ensure children can be evacuated safely from the site. The children have sufficient opportunities to explore and experiment with sounds and words to improve their communication and language skills.

However, some sessions continue to be structured inappropriately with children having limited opportunities to choose their own activities to meet their needs. The planning has improved to show the learning intentions of the activities but sufficient detail is not recorded to ensure focussed activities are extended for the more able children. .

### **Complaints since the last inspection**

Ofsted received information from the Environmental Health Department in January 2005 regarding inspection of the premises which were found to be unsatisfactory. Ofsted asked the provider to carry out an Internal Investigation and report back to Ofsted. The concerns relate to Standard 4: Physical Environment, Standard 6: Safety, and Standard 7: Health. The provider responded by submitting full details of how they were addressing the issues and enclosed policies and procedures that gave evidence of how they continue to assess and update their own practice. Ofsted required no further action to be taken. The provider remains qualified for registration.

## 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 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):

- introduce a system to observe and record younger children's achievements
- develop the structure of the sessions to enable all children to make decisions about their play and learning as they choose from a range of activities
- improve staff development by holding regular appraisal sessions

#### 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 plans to show how activities will be adapted to ensure individual children's knowledge, skills and understanding are extended
- deploy staff so they support and guide children in their learning, discuss and extend their ideas, and encourage growing independence

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)