

Gobowen Pre School

Inspection report for early years provision

Unique Reference Number	EY236029
Inspection date	17 May 2007
Inspector	Kathryn Mary Harding

Setting Address	Sure Start Cherry Tree Centre, School Lane, Gobowen, Shropshire, SY11 3LD
Telephone number	01691 653147
E-mail	
Registered person	Gobowen Pre School
Type of inspection	Integrated
Type of care	Full day 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?

Gobowen Pre-School opened in 1972 and operates from two main rooms in a Sure Start building, in the grounds of Gobowen Primary School, near Oswestry. A maximum of 38 children may attend the pre-school at any one time. The pre-school is open each weekday from 08.00 to 15.00 term time only. The after school club operates from 15:00 to 18:00, and the holiday club opens all year round. All children share access to an enclosed outdoor play area.

There are currently 52 children aged from two to under five years on roll. Of these, 33 children receive funding for early education. The setting supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The pre-school employs 12 members of staff. Of these, nine hold appropriate early years qualifications and three members of staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to understand the benefits of a healthy diet as they are offered healthy and nutritious snacks such as cheese, crackers and fromage frais. They play games such as "The Greedy Gorilla" and discuss how healthy food "makes us big and strong". As part of the pilot early years healthy eating project, staff give parents a written a guide about ensuring contents of lunch boxes are healthy and nutritious. After school children enjoy the food they are offered and staff offer dishes such as cowboy casserole. Children are offered drinks such as milk and water but are unable to access water throughout the session, so they are not encouraged to deal with their own care needs.

Children enjoy a wide range of activities which contribute to their good health. They are able to choose to play outdoors for most of the session if they decide to do so, enabling them to get plenty of fresh air. There are outdoor activities to help them develop control of their bodies such as a slide, climbing frame, hoops and trikes. They can access a wide range of equipment such as threading, tongs, play dough and small world play to help develop their fine manipulative skills.

The children are cared for in a warm setting where they learn the importance of appropriate personal hygiene and personal care through the daily routines. Staff take some steps to prevent the spread of infection but good hygiene procedures are not applied consistently within the setting. Medication and accident records are maintained appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are warmly greeted by staff on arrival, giving the children a sense of belonging. Children's artwork and pictures are displayed on the walls making the room more welcoming. During child-initiated activities children select activities from a wide range of activities, toys and resources that are of good quality and meet safety standards.

The rooms are checked prior to the children arriving and daily written check lists are undertaken, to help keep children safe. However the display partition board is not secure, so causing a potential hazard. The children are supervised by staff at all times. Children learn how to keep themselves safe as they are gently reminded not to leave all the toys all over the floor and they discuss keeping themselves safe.

Children are well protected by staff that have a good understanding of child protection issues and all staff have attended child protection training. They fully understand the correct procedures to follow for reporting concerns and have a good understanding of signs to be concerned about in relation to child protection matters. This helps to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and staff offer reassurance to younger children as parents leave. They develop good relationships with staff and each other as they confidently approach staff and ask if they can make an aeroplane. They learn to share and take turns with the toys and resources

as staff intervene to promote this. They concentrate well as they cut the paper with the scissors and use the sellotape. Lots of praise is used with the children, so raising their confidence and self-esteem. They talk about the different colours of the pencils and icing sugar. Snack times are sociable occasions with staff sitting and chatting with the children about the food they like and their families.

Staff have a good understanding of child development which enables them to offer good care. They use their knowledge of 'Birth to three matters' to plan a wide range of appropriate activities for the younger children.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Children show an interest in what they are doing and staff support them where necessary in their play, making children feel valued.

Staff are willing to attend training and have a good knowledge of the Foundation Stage. Plans link to the six areas of learning. Activities for children are adapted and offer sufficient challenge for more able children. Observations are undertaken on the children, but these are in the process of being changed to the learning stories. Previous observations link to assessments and the planning to ensure the next steps in children's learning are catered for.

Children behave well, with staff continually praising and encouraging them, so enhancing their self-esteem. Staff act as good role models as they thank children for listening at registration time. At child-initiated times children choose from the resources, so encouraging their independence. They play well together as they construct a pirate ship outside with the panels and ask each other to hold the pieces so they do not fall. They do little jobs such as sharpening the pencils giving them a sense of responsibility. Adults ask them if they need their jumper on before going outside so encouraging them to become aware of their own needs.

Children have to find their own name on arrival and at snack time so encouraging their recognition of print, but the environment is not well labelled. They access books and pretend to read them to the class pointing to the pictures as they hold the book up. They listen well to stories as adults point to the pictures and relay in a lively way, so encouraging and motivating their interest in books. As they look at different stories as part of their theme, adults encourage children to enjoy stories. They confidently talk in small and large groups about what they are doing. They can mark make as they access a wide range of resources and children's pencil control is encouraged at every session as they complete worksheets. Some children are beginning to form recognisable letters and attempt to write their name on their work book.

Children gain confidence in using and recognising numbers during the daily routines and respond to challenges to extend their mathematical vocabulary and skills in planned and spontaneous opportunities. They have opportunities to count as they count the number of children present, count the chick biscuits and count the different fruits. They have opportunities to show an interest in simple number problems, as adults ask how many ducklings are left as one disappears. However they have limited opportunities to recognise numerals. When looking at the shapes children correctly name them.

Children talk about their families. They talk about their holiday, where they have been and where they are going on Friday. They explore and investigate as they use the light box, play in the sand and the water. They have looked at the map of Great Britain and where their pre-school is in England. They can access a computer with educational programmes to consolidate their

learning. They build and construct with a wide variety of construction sets. To gain an awareness of their environment they have planted and grown lavender, strawberries and peppermint.

Children's physical skills develop and improve through a variety of experiences. Children confidently ride around on the trikes with increasing confidence. They climb the climbing frame and experiment with different ways of sliding down the slide. They competently use glue sticks and roll, cut out and knead the play dough. They are becoming increasingly confident as they cut with the scissors. As children come in from playing outside they say they are hot, showing an awareness of their own bodies.

Children have opportunities to play imaginatively in the home area. As they dress up in a lions heads they go around the room pretending to be an unfriendly lion. As children get the large panels out, outside they decide to construct a pirate ship. To help them make connections in their learning they have snack time on the aeroplane, as they have listened to the story of "The amazing plane". They are encouraged to develop their senses as they feel, smell and talk about what the vegetables taste like before they print with them. However, they are unable to freely access craft materials so they are unable to make their own creations or express their own ideas.

Systems are in place to care for a child with learning difficulties or disabilities. Overall, children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children are valued, listened to and respected as individuals. Their awareness of the wider world is extended as the setting have a range of activities, toys and resources to positively reflect diversity. They look at different festivals such as Divali, taste different foods and have visitors into the setting. In order for the children to gain a sense of the wider world, staff introduced the theme of "Around the world in 15 days", where they looked at the life, food and customs of a different country each day.

Systems are in place, such as individual education plans and staff liaise very closely with parents and external agencies to effectively promote children's learning. They ensure through the care provided, that they are inclusive to all children. They seek out specialised equipment in order for all children to be included in all activities on offer.

Staff have a consistent, positive approach to managing children's behaviour. As a result children behave well and understand what is expected of them, as they are given explanations why the behaviour is not acceptable. Good behaviour is encouraged as the staff give lots of praise and encouragement to the children for their efforts. A sand timer is used, so they can learn to share the toys and resources. At snack time good manners are encouraged and kindness and respect is promoted so children relate well to each other and learn to have consideration for others. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff, parents and external agencies all work together to meet each child's needs. Parents have access to a comprehensive handbook which details information about the educational programme. They are encouraged to share information about their child's interests as staff undertake home visits prior to the child starting in the setting. Parents are invited into the setting to discuss their child's achievements at a parents' evening and can write comments in their child's scrapbooks. They take library books home and parents can write comments about how much their child enjoyed the book. They can also talk

daily with the child's key worker. An informative notice board containing what the children are doing in the session is available, so ensuring parents are fully aware of topics and projects. Parents spoken with commented very positively on the setting. A complaints procedure is in place and parents are made aware of the procedure to follow if they wish to raise any concerns.

Organisation

The organisation is good.

Leadership and management of the setting is good. Staff clearly know about their roles and responsibilities, so helping to ensure that the planned activities are interesting to the children. They regularly evaluate the sessions to look at further improvement and meet weekly to discuss issues that have arisen and disseminate information gained from courses attended. They have annual appraisals to ensure they are all working effectively to meet the children's needs. Staff have a good range of resources to promote children's progress in all areas of learning.

The registered person uses effective recruitment procedures which ensure that staff are appropriately vetted and qualified. All of the required paperwork is in place, along with a very detailed and informative operational plan. Staff are approachable, relaxed, caring and work very well together as a team to promote children's health, enjoyment and achievement. They attend regular training and have training matrix, so demonstrating a commitment to developing their practice. Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service and their child's activities. This contributes to continuity in the children's care. Overall, the children's needs are met.

Improvements since the last inspection

At the last inspection staff agreed to: contact the Environmental Health department to seek advice about what foods can be stored safely; ensure that all sockets are inaccessible to children; ensure that there is a clear policy available on administration of medication and ensure that there is a clear policy available regarding sick children.

Environmental health officers have visited the setting and staff have implemented all recommendations, including giving parents a ten point check list, to ensure foods are stored appropriately. A daily safety check ensures all sockets are now inaccessible to the children. A policy regarding the administration of medication and sickness is in place, so helping to keep children healthy.

At the last nursery education inspection staff agreed to: provide opportunities for children to respond in a variety of ways using their senses, to question why things happen and to have malleable materials available to explore and ensure that large group activities are organised, and staffing resources are appropriately deployed, to maintain children's concentration.

Staff now ensure that children have opportunities to explore using their senses, through cooking, tasting, science days, messy play and woodwork sessions. New resources have also been purchased to help promote this. Deployment of staff and re-grouping of children at story time now enables children's concentration skills to develop.

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 that drinking water is accessible for the children and good hygiene procedures are in place throughout the setting
- minimise risks to children by ensuring all partitions are secure
- develop opportunities so children are more involved in the planning of the activities at after school club and make available an area where they can relax.

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 opportunities for children to experience a well-labelled environment and opportunities to recognise numerals
- support children's creativity by ensuring a well resourced art area is available

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