



# **Applemore Pre-school, Creche, and Holiday Activities.**

Inspection report for early years provision

<b>Unique Reference Number</b>	109831
<b>Inspection date</b>	22 August 2005
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<b>Registered person</b>	NEW FOREST DISTRICT COUNCIL
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School care, Crèche

## 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 good. 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?

Applemore Recreation Centre opened in the 1970s to serve the local community.

It provides a pre-school, a crèche and a holiday activity programme, and is registered in total to provide care for up to 44 children aged under 8.

The pre-school can accept up to 26 children and there are currently 37 children on roll, including 29 children in receipt of nursery funding. The group opens 5 days a

week during school term times. Sessions are from 09:15 - 11:45 and 12:30 - 15:00. Children attend for a variety of sessions. There are 2 full-time and 6 part-time members of staff working with the pre-school children, including 4 with early years qualifications and 1 working towards qualification. The setting is an accredited member of the Pre-school Learning Alliance and receives support from a teacher/mentor from the Local Authority.

The crèche can accept up to 11 children aged under 5 years, and is open 4 mornings a week, between 09:30 and 12:00 in term time only.

There are 4 members of staff working with the children, including 2 with Early Years qualifications.

The holiday playscheme runs between 08:30 - 17:30 daily during all school holidays for children aged between five and eight years. Sessional activities are also organised for children aged from three to five years on one day a week. There are five members of staff working on the playscheme, including four with relevant qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children throughout the provision are protected from infection by the staff's careful attention to good hygiene procedures. In the crèche, staff are vigilant about cleaning toys and equipment used by babies, and teach children to wash their hands as soon as they are able. Pre-school and holiday playscheme children develop independence in washing their hands after messy activities and before eating.

Appropriate policies and procedures are in place to ensure that sick or injured children are cared for effectively, and staff are conscientious about maintaining accurate records. Staff in all areas are aware of children's special dietary needs and take account of the wishes of parents. They ensure that drinks are always available. Pre-school children learn about a healthy diet, eating fruit at snack time and trying new foods as part of their learning topics. All children are encouraged to sit quietly and eat together as a social occasion. They are able to rest or sleep in quiet areas with appropriate equipment.

Children enjoy a very good range of energetic physical activities that contribute to a healthy lifestyle. Young children in the crèche have access to a range of appropriate play equipment and plenty of space to move and play safely. Pre-school and playscheme children are able to use facilities at the recreation centre providing them with an excellent range of physical activities both indoors and out. Pre-school children develop balance and co-ordination using large apparatus such as climbing frame and balancing beams and enjoy sessions using an extensive range of soft play equipment. They develop spatial awareness moving to taped music and joining in ring games and action songs. They practise skills with small apparatus such as balls, ropes and skittles and benefit from a good range of activities such as threading,

stencils, peg boards and construction toys to develop their manipulative skills.

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

The provision is good.

Children throughout the setting are cared for in a safe environment, where staff carry out regular risk assessments and safety checks. Toys and equipment are well-maintained and organised well so that children can move around freely and can choose independently from resources within their reach. Children and staff practise emergency evacuation regularly in the crèche and pre-school, but not during holiday activities. Children are encouraged to learn rules to protect their own safety, for example, when using large apparatus for physical play and to keep their environment tidy. They are protected by the staff's good understanding of first aid and of child protection procedures.

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

The provision is good.

Children throughout the provision enjoy a good balanced range of activities and show high levels of interest and involvement in the programme offered. They form positive relationships with staff and play well alongside other children.

Children attending the holiday playscheme take part in a particularly good range of physical activities and enjoy varied craft activities planned around themes that excite their interest.

In the crèche, children receive good levels of supervision and individual attention. Staff know the children well and play with them, using the Birth to Three Matters framework, to provide a good range of activities to promote development.

### **Nursery Education**

In the preschool, the quality of teaching and learning is satisfactory. Staff make good use of available space and all contribute in planning a range of interesting activities to promote children's learning. Children are supported in their learning by the staff's developing understanding of the early learning goals and increasing confidence in using the record system. An effective key worker system ensures that staff have good understanding of children's capabilities, but not all staff are sufficiently secure in their knowledge of the stepping stones to be able to make best use of the record system, which promotes individual learning. Staff interact well with children, developing children's language skills and using praise and encouragement to promote good behaviour. They liaise closely with parents and other professionals to ensure that children with special educational needs and those with English as an additional language are included.

Children show a sense of belonging as they greet staff happily on arrival and settle quickly to their chosen activities. They show good levels of confidence and developing independence, both in their personal care and in making choices. They

become confident speakers as staff encourage conversation throughout activities, and are learning to sit quietly and listen to others in a group. Children enjoy looking at books in a comfortable reading corner. They learn to recognise their written names and are introduced to the links between sounds and letters. They benefit from a range of activities designed to develop pencil control, and older children learn to form recognisable letters and to write their names. They can count and recognise numerals, but opportunities are missed for children to use numbers in daily routines. They use a good range of games and equipment that enable them to learn about size, shape and pattern and to practise using mathematical language.

Children design and build with a good variety of construction toys and with recycled materials. They have access to a computer and battery operated toys to support their learning. They have opportunities to explore and experiment with resources such as magnets and magnifying glasses, and to plant and watch things grow. Children learn about their environment on local outings and from visitors to the group. They explore colour, shape and texture imaginatively, using a wide range of craft materials and techniques, and use percussion instruments to learn about sound and rhythm. They use imagination in their play and staff set up imaginative role play situations for them to re-enact their experiences.

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

The provision is good.

Throughout the provision children are relaxed and comfortable with staff and familiar with routines and expectations. They talk about their homes and families and learn about the wider community from visitors to the group. They have access to a range of resources that provide positive images of other cultures and pre-school children learn about festivals and foods from other countries.

Children show good levels of confidence and independence, and learn to share and to take turns. Staff use praise and encouragement to promote self-esteem and to reinforce good behaviour. Children with special needs are included and where necessary extra staffing is provided to support them. Staff foster children's spiritual, moral, social and cultural development well.

Partnership with parents is good. Parents receive good information about the setting and about activities and events. Staff in the crèche take time to talk with parents about their children's needs each day. Parents of pre-school children receive regular newsletters telling them about forthcoming topics and inviting them to contribute resources and expertise. They are able to talk with their children's key workers at any time and receive regular written reports on their children's progress. Parents support the pre-school by serving on a fundraising committee, serving on a rota of volunteer helpers and attending social events and outings.

### **Organisation**

The organisation is good.

Good use is made of available space and resources are well organised. Children are able to make good use of a range of facilities throughout the recreation centre. Leadership and management are good. Children benefit from good levels of supervision as high staffing levels are maintained in all aspects of the provision. Effective recruitment and vetting procedures are in place, ensuring that children are cared for by experienced and well-qualified members of staff, although Ofsted is not always informed of changes to staffing. An induction process for new staff members has been introduced, making staff aware of policies and procedures that support children's welfare. Clear leadership in each area of the provision enables staff to work well together and ensures that all are aware of their roles and responsibilities. The pre-school supervisor involves all staff in planning the programme and delegates responsibilities for organising activities, so that children benefit from a wide range of ideas and expertise. A formal system of staff appraisal is in place, identifying training needs and promoting staff development. Staff receive good support in accessing appropriate training. Ideas from training and suggestions from staff and parents are used to ensure the ongoing development of the provision.

Effective policies and procedures are in place and staff maintain accurate records. Documentation is stored securely and staff give careful attention to issues of confidentiality.

Overall the setting meets the needs of the range of children for whom it provides.

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

Improvement since the last inspection is good. The required amendments to documentation have been successfully implemented. Fire evacuation procedures and induction for new staff have been introduced to support children's safety, although neither are as thorough in the holiday playscheme.

Following the last inspection, the pre-school was required to review assessment and planning systems to promote the progress of individual children. Staff are now becoming confident in using the Hampshire Record of Achievement to record children's progress towards the early learning goals and are developing good understanding of the capabilities of the children in their key worker groups. However, their use of the system is not yet consistent and does not clearly identify areas to be developed.

The preschool was also asked to provide opportunities for children to speak and develop listening skills in a large group and this issue has been successfully addressed. Children are able to sit quietly and listen to others in a group situation, and show growing confidence in speaking.

The third recommendation was that children should have more opportunity to use counting and practical number work in their daily activities. More games and equipment have been provided to promote children's use of numbers and staff encourage children to count, for example, when using construction toys.

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

There are no complaints to report.

### **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 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):

- ensure that Ofsted is informed of changes to staffing
- ensure that staff in all aspects of provision are aware of and practise emergency evacuation procedures

#### **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 staff's understanding of the early learning goals, in order to achieve consistency in the use of assessment and record keeping to promote children's individual development.

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