

Jacdor Community Pre-School

Inspection report for early years provision

Unique Reference Number	253494
Inspection date	15 May 2007
Inspector	Thomas Fennelly / Christine Hands
Setting Address	The Mobile Unit, School Lane, Coningsby, Lincoln, LN4 4SJ
Telephone number	
E-mail	
Registered person	Jacdor Community Pre-School 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 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?

Jacdor Community Pre-school is a committee run group which opened in 1976. It operates from a mobile unit, within the centre of the village of Coningsby, serving the local and wider communities. The group has access to two playrooms, toilets and an enclosed outdoor play area.

The pre-school is registered to provide 32 places for children aged between two and five years. Children may attend from two and a half years. There are currently 72 children on roll. Children attend a variety of sessions each week. The pre-school opens five days a week during term-time. Sessions are Monday to Friday 09:00 to 11:30 and Monday to Thursday 12:30 to 15:00.

Children are cared for by seven staff all of whom hold childcare qualifications. The setting is a member of the Pre-school Learning Alliance. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

High standards of hygiene are maintained to help prevent the spread of infection. For example, children are encouraged to wash their hands before snack time and after using the toilet. Staff help them to understand the need to keep themselves free from germs as, for example, in displaying a visual timetable of photographs above the wash basins to remind children to wash hands and how best to do it. This helps to raise awareness of good hygiene practices. Children are not only aware of the times to wash their hands but can also explain the reason why this is important. Established routines are in place for tidying and cleaning of the playrooms, toilets and cloakroom area helping to promote children's good health.

Children are adequately nourished because they are provided with sufficient snacks to meet their needs, for example, they enjoy some healthy snack options such as fruit, pizza or toast. Children are generally encouraged to make healthy choices about what they eat, however, they are sometimes offered biscuits without an option to choose a healthy alternative, which therefore hinders the development of sound healthy eating attitudes. Special dietary needs are met in consultation with parents. Food is stored and served safely. Drinking water is freely available throughout the session with children helping themselves from a self-serve water dispenser. Children choose drinks, including squash, juice and milk, at snack time and colour coded name tags identify the range of drinks appropriate to individual children. Staff talk to them about food that makes them healthy. Mealtimes are sociable occasions when children chat freely to each other and to the staff.

Children enjoy a wide range of physical activities which contributes to their good health. They have the facility of an outdoor play area, where they are able to run, climb, balance and test their physical control. A good range of large and small equipment promotes their opportunities for exercise, helping them to strengthen their bodies and to benefit from fresh air. Children enjoy their regular walks around the village, exploring as they go, and being helped to enjoy the pleasure of walking. A good range of wheeled toys is available enhancing the children's opportunities for enjoyment of the outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are greeted warmly upon arrival by staff who know them well. They are confident to enter the setting which is comfortable, bright and airy. Rooms are well organised for children with a range of activities suitable for their age and stage of development, such as water and sand play, creative activity areas, a den and a comfortable bean bag corner. Children move freely and safely within each room and sometimes between rooms. Older children access toilets safely and freely, helping to promote their independence.

The provision of a range of safe and well-maintained furniture and equipment meets the varying needs of children to ensure their development and learning are promoted. For example, child sized tables and chairs enable children to sit and play in comfort, creating an accessible environment.

Positive steps are taken to promote safety within the setting as staff are aware of possible hazards and take appropriate steps to reduce risks. Staff explain dangers to children, helping

them to be aware of keeping themselves safe as, for example, on trips to the village where children are helped to learn about road safety. Children's safety in case of fire or other emergency is promoted because all staff have a good awareness of procedures to follow. For example, fire exits are kept clear, so a swift evacuation can take place in the event of an emergency. A written emergency escape plan is in place and children practise fire drill regularly so that they are familiar with the routine. Staff keep a record of fire drills and any incidents that arise and actions taken, for example confusion between the sound of the fire alarm and a particularly loud computer alarm was resolved by ensuring the computer was set at a lower volume.

Children are protected and their welfare promoted because the manager and staff understand their role in child protection. They know about procedures and who to report concerns to and where to seek advice. They are confident about recognising signs of abuse or neglect because they refer to a written policy in place which both they and parents are able to access. Children are cared for by suitable adults and children are never left alone with unvetted people.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

A wide range of activities is planned for children, which includes indoor and outdoor play. For example, children are encouraged to express their imagination and creativity through role play activities such as dressing up and playing with hand puppets. They access toys and resources independently when required as they are stored at child height. Children join in with familiar songs and happily interact with staff during story time. They learn to solve simple problems, such as counting how many flowers they have drawn. Children enjoy playing together and co-operate well with each other and with adults as, for example, when they tidy up willingly and efficiently.

Nursery Education

The quality of teaching and learning is satisfactory. All staff are qualified and they have a sound understanding of the Foundation Stage. The structure of the session is free play with an emphasis on children's choice. Planned group activities such as story and circle times work well and are interesting for the children. Planning is topic based. Medium and short term planning takes place at regular staff meetings with all staff contributing and parents are informed about the topics being covered. Activities are clearly focused on the six areas of learning. However, whilst the range of activities is sufficient to interest most children, enabling them to make satisfactory progress, there is a lack of adaptation of the activities to challenge all the children to make additional progress. A key worker system is in place and staff record children's developmental progress using initial profiles and the stepping stones. However, whilst the assessment records are satisfactory, they lack detailed evidence and are not effectively used to plan for children's individual progress or to inform future activity plans. Consequently, children's developmental progress is not sufficiently challenged and extended.

Children's personal, social, emotional development is well supported by staff. The children enter the setting with confidence as they happily wave goodbye to parents. They are welcomed by cheerful, smiling staff who know them all well and have warm relationships with them, for example, reassuring the younger children with a cuddle. The children gather at circle time and settle quickly into a familiar routine of talking about the day, the date, the weather and any news they wish to share. Appropriate praise is used by staff and children are learning

independence, for example, by hanging up their coats and collecting name tags. The older children take themselves to the toilet when necessary, helping to develop their self-confidence.

Children's language is well supported by staff who encourage them to engage in speaking and listening activities for example as they discuss with each other while they co-operate in building a railway track. Children share and enjoy a good range of books and interact enthusiastically when a story is read to them. Children recreate roles and experiences, such as dressing up as ballerinas, explaining that they are on their way to a party and demonstrating some ballet steps, which extends their imagination. They are provided with opportunities to recognise their name, such as on their coat peg tags and some show good confidence in pre-writing skills when they trace dots to make letter shapes. Older children interact well with each other and are beginning to negotiate when taking turns, for example, using a timer to indicate the next person's turn on the computer.

Children are developing mathematical understanding by joining in counting activities. For example, at circle time they count up to today's date so gaining an understanding of number sequencing. Other activities help to encourage simple addition and subtraction skills, for example, counting accurately the number of flowers drawn and knowing how many are hidden. Children are learning to recognise written figures from flash card activity at circle time thus recognising written numbers. They are developing mathematical ideas such as space, size and measure as they use the funnel and other tools in water and sand play. They are beginning to recognise shape as they name the shapes they use in drawing flowers. They use appropriate mathematical language such as over, on and under, for example, in describing where an imaginary spider's web could be found.

Children's knowledge and understanding of the world is well promoted through activities based on first hand experience that encourages observation and investigation, such as designing and making a spider's web as part of the minibeast topic. Children are helped to find out about and identify the uses of everyday technology to support their learning, such as using the computer, battery-operated toys, telephone, microwave and the water dispenser. They are beginning to learn about their own and others' culture and beliefs, for example, focusing on celebrations for Chinese New Year, Diwali, and Christmas and having a good range of books which helps to stimulate their interest in the wider world.

Children have sufficient space both indoors and outdoors which enables them to participate in a variety of physical activities which help to develop their confidence in the way that they move and control their bodies. For example, children climb, balance, run and learn to throw, catch or kick a ball. They access a good range of large and small equipment. They handle tools with increasing dexterity, using pencils, paint brushes, cutters and threading tools with confidence thus improving hand-eye co-ordination. Activities encouraging the manipulation of materials, such as moulding play dough, help children to gain strength in their hands and to develop good coordination.

Most children are able to recognise and can name primary colours. They select variously coloured pencils, crayons or paints for their drawings and pictures so enhancing their ability to make choices and develop independence. They are beginning to observe and copy simple patterns in their environment as in making the spider's web. They enjoy participating in songs and stories including joining in with hand movements. They happily engage in role play in the home area and in the company of others as, for example, girls giving a feeding bottle to a doll baby in a pushchair. They devise their own games as, for example, three children searching for imaginary

webs for the spider puppets. This helps to extend their imagination and learning to cooperate with others.

Helping children make a positive contribution

The provision is good.

Staff promote equal opportunity for all children, who feel valued and are free from discrimination. All children are included and share their own experiences with each other in their co-operative play. They are encouraged to share news at circle time which promotes confidence and self-esteem. Diversity is reflected in a wide range of books about different cultures, beliefs and where other people live. Children gain a wider view of society through accessing a variety of dressing up clothes from around the world. They enjoy preparing and tasting special foods as they celebrate festivals, for example Chinese New Year, Diwali and Christmas. Children's social, moral, spiritual and cultural development is fostered.

Staff are aware that some children may have learning difficulties and/or disabilities and are proactive in ensuring that appropriate action is taken when such a need is identified. All children are valued and their individual needs are met. Children with additional needs are well cared for because staff work closely with parents and health professionals. Staff know how to adjust activities so all are included.

Staff are consistent in their approach to the management of children's behaviour so children are aware of the standard expected. Positive behaviour management is in place, such as praising children for desirable behaviour. Consequently, children do not seek attention by misbehaving. Children are taught to share and negotiate and learn that some behaviour is unacceptable. Staff take into account the age and level of understanding of the children. Staff discuss behaviour management strategies with parents to ensure consistency. The setting's written policy is in place and is shared with parents. It includes strategies to deal with any incidents of bullying.

Partnership with parents is satisfactory. Staff have a good understanding of the importance of working with parents and of how this benefits children. Parents are welcomed into the setting where they talk freely with the staff. They state that the level of care is very good and that children are well looked after and are very happy. Notice boards and regular newsletters keep parents informed about forthcoming events. They have access to a prospectus, which details necessary information, and to the setting's policies and procedures. Parents receive an annual report on their children's progress. However, there are few formal opportunities for parents to follow their child's progress through the Foundation Stage or to become involved in their child's day-to-day learning.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides. All staff are suitably qualified and experienced to work with children. There is a key worker system in place which promotes consistency and encourages discussion between staff and children. They provide warm and consistent care to children. Good use of resources ensure children are well cared for and supported during their stay. Staff are committed and dedicated to providing for the children's well-being, safety and care. Staff development is promoted through a robust appraisal system. Staff extend their skills through regular training opportunities which will further develop the effectiveness of the service provided.

Leadership and management is satisfactory. The setting is well managed and future opportunities for improvement have been identified, including improvements to the outside environment. The leader has a clear vision for the development of nursery education with sound focus on the development needs of most children. However, there is limited adaptation for older and more able children. She ensures equality of opportunity for all and promotes the development of staff through regular training. This is successfully used in the setting to improve practice. The leader motivates staff and children. She acts as a good role model as she continues to build an effective and cohesive team. Clear direction is given to staff, which leads to improvement in the organisation of the nursery.

Policies and procedures are implemented so that children's welfare is safeguarded. Recruitment and vetting procedures are fully robust. This ensures that staff are suitably skilled and experienced to work with children. Clear procedures are in place to ensure that no person who is not vetted may have sole charge of children. The registration certificate is displayed. Parents' wishes regarding their child's care clearly influence day-to-day practice and clear written agreements are recorded.

Improvements since the last inspection

At the last care inspection the provider agreed to produce a clear policy outlining procedures for keeping children safe when away from the setting. Procedures were also required to be put in place to ensure staff have clear guidance on dealing with lost or non-collected children and the behaviour management policy required a statement about bullying. Children's health and safety is promoted because the provider has carried out all of the recommendations from the previous inspection.

At the last nursery education inspection the provider agreed to improve planning for music. Children now have opportunities to enjoy musical activities during the sessions. The provider also agreed to provide opportunities to share children's development records with parents. Some progress has been made but there is need for more formal development of this aspect of partnership with parents. A recommendation has therefore been raised at this inspection.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- provide healthy and nutritious snacks.

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):

- improve the quality and detail of assessment, using it to inform planning, so that all children are challenged to make satisfactory progress towards the early learning goals
- provide more formal opportunities for parents to become involved in their children's learning.

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