

Hemyock Pre-School

Inspection report for early years provision

Unique Reference Number EY346881

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Inspector Sara Bailey

Setting Address Hemyock Primary School, Parklands, Hemyock, CULLOMPTON, Devon,
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Registered person Hemyock 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 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?

Hemyock Pre-school has been established for many years but registered in 2007 at Hemyock Primary School, Devon. It is a committee-run pre-school, situated within its own premises on the school site. There is one large play room with toilet and kitchen facilities directly off. The group currently share the school's outside play facilities. The group is registered to care for up to 24 children, aged from three to under five years. There are currently 38 children on roll, 30 of whom are funded three and four year olds. The pre-school is open in term-time only, on Mondays and Thursdays from 09:00 to 11:30, Tuesdays and Fridays from 09:00 to 15:15 and Wednesdays from 09:00 to 13:30. There are three staff working with the children, all of whom have level 3 qualifications in Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from most aspects of their health care being positively promoted. For example, all staff hold valid first aid certificates, accident and medication records are accurate and shared appropriately with parents. There are child sized basins, soap and individual paper towels provided for hand washing and children are reminded to wash their hands before eating. However, children are not supervised or monitored effectively and many do not wash their hands after playing outside and touching insects, before having their snack. This puts them at risk of infection. Tables are wiped before and after food using dirty cloths, which also compromises children's health and hygiene.

Children enjoy a healthy, nutritious snack provided by the staff. For example, they have a choice of milk or water to drink, bread sticks, biscuits and a variety of fruit. Although there is drinking water provided during the session for children to help themselves to, especially after physical play, this is not monitored or supervised and children share beakers and pour their water back into the jug for other's to drink, which puts them at risk of cross infection.

Children benefit from daily, outside physical play opportunities. They enjoy playing with a variety of equipment to develop their physical skills. For example, wheeled toys, hoops, bats and balls. However, a climbing frame provided inside for physical development, is used inappropriately by children as it is not adequately supervised.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are generally safe within the premises as a key pad entry system prevents unauthorised visitors walking in and staff monitor the door at the beginning and end of sessions, liaising with parents about who will be collecting their child. However, staff are not adequately deployed to supervise children's play. For example, children attempt to cut their hair with scissors, walk around with them in their hands and the climbing frame which is set out for the whole day, for free-play is not supervised. Children are at risk as they climb with toys such as binoculars hanging from their necks and playing in just socks rather than shoes or bear feet for safety. Their safety is further compromised as they climb with toys in their hands and discarded toys are underneath the climbing frame.

Children can safely access a range of toys which are easily accessible within the room in low storage. However, children often follow staff into the kitchen, which is an area out of bounds to them as the door is left ajar as staff access more resources. This puts children at risk. The fire exit is also opened by children without staff being alerted, which further compromises their safety. However, the supervisor undertakes a head count as children go out to play and come back in. They are adequately supervised whilst playing outside in the school playground.

Children's welfare is appropriately safeguarded as all staff are aware of the signs and procedures to follow in the event of being concerned about a child. The supervisor has recently undertaken a refresher course in child protection training and the policy has been updated to reflect changes in line with the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled at the setting. Most are forming positive relationships with their peers and staff. Some children seek out particular staff for affection and stories which makes them feel secure. The younger siblings of pre-school children also enjoy attending when their parents help out on the parent rota. However, sometimes staff attention is taken away from the pre-school children to maintain the younger children's safety.

Nursery Education

The quality of teaching and learning is satisfactory. Children experience a range of activities both inside and outside due to sound planning by the supervisor. However, not all staff are adequately knowledgeable about how to deliver the curriculum to effectively support the children. For example, some staff interact well with the children and develop their language skills through introducing new vocabulary linked to the current topic of 'growth and lifecycles' but other's are not engaged with children as they play, appearing disinterested. Children show a love of books and stories on a one to one basis, although their listening skills are not encouraged through everyday routines and group story times, which prevents them listening to staff direction or their peers as they play. This compromises their personal and social development.

Children enjoy craft activities although some are quite adult led with pre-cut shapes to stick specific coloured tissue paper onto or worksheets. However, children can also self select a wide range of craft resources and be creative with paper, junk materials and sticky tape or draw intricate treasure maps. Some children can correctly form letters and write their names. One activity leads well into another through the supervisors planning to cover all six areas of learning. For example, children make frog masks and then role-play being frogs and take part in action rhymes where they count and sing about simple addition and subtraction. They examine the tadpoles on their nature table, look at pictures of the tadpoles life cycle and have stories about frogs. Children spontaneously organise themselves to be a group of frogs having a picnic in the role-play area, they also enjoy being able to stay in their dressing up clothes whilst they play outside. Children make many choices and decisions about their play. However, there are times when children are over whelmed by the amount of resources piled up on one table for selection, with little space for the puzzles to be completed.

Children's individual progress along the stepping stones is accurately recorded by some key worker staff, but not all. For example, the supervisor completes regular observations of her key children and links them to the stepping stones to develop individual play plans. This information is used to help her plan future activities. However, there are no records available for some children to show their progress and key worker staff are not aware of where individual children are on the stepping stones. This impacts on their learning. Children are not always sufficiently challenged or supported by all staff. However, some staff are skilled at keeping children very interested through exciting activities like searching outside habitats for slugs and snails or playing bat and ball to develop hand and eye co-ordination.

Helping children make a positive contribution

The provision is satisfactory.

Children have equal opportunities in their play. For example, boys and girls have equal access to resources and toys reflect positive images of diversity. Festivals from different cultures are

explored throughout the year through planned activities, such as craft, cookery and dressing up. Some staff are aware of children's individual needs and how to meet them although this is not consistent practice. However, children with medical conditions are appropriately supported. Children do not have privacy when using the toilet as partitions are not in place. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is generally positive although staff are not always consistent in their behaviour management strategies. For example, boisterous behaviour on the climbing frame is ignored by some, discussed by others and then not followed up so the inappropriate behaviour continues. Some children are not encouraged to participate in group activities and become disruptive to others. However, children respond well to praise and are involved in the packing away, responding quickly to music played to identify 'tidy up time'.

The partnership with parents and carers is satisfactory. Children benefit from informal, information sharing at the beginning and end of the session between parents and the staff, regular newsletters and informative notice board. The weekly topic and learning intentions are displayed for parents, with a brief description of which area of learning it relates to. However, parents are given limited information about the Foundation Stage curriculum and not all children's progress records are completed to give an accurate records of children's achievements to share with parents. A parent rota is effective at developing the partnership with parents and information cards at each area of the room inform parents of the learning intentions of different activities. However, parent helpers lack direction and are not used effectively to enhance the opportunities for children or support staff.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children enjoy a busy, active session which makes use of space both inside and outside. However, staff are not adequately deployed to support the children effectively when playing inside. For example, staff do not supervise the use of the climbing frame, which results in children playing inappropriately and puts them at risk. The safety issues either go unrecognised or staff do not follow up the hazards identified to the children. Lack of staff supervision also compromises children's health as they are not appropriately monitored when washing their hands or helping themselves to drinks. The organisation of space, time and resources does not always support children's care and play. For example, the toilets are not partitioned to provide privacy and too many toys are on one table to allow children to self select with ease. Snack time is so long that it runs to the end of the morning session and very close to lunch. Circle time is disorganised with children choosing not to participate, which is disruptive to others.

Most documentation is in place although not always effectively organised. For example, updated policies had not been added to the policy file or dated, the attendance records are not clear to show how ratios are maintained and the operational plan is in the process of being developed. The registration certificate is displayed although the public liability insurance certificate on display is out of date even though it has been renewed.

The leadership and management is satisfactory. The supervisor is supported by a small staff team and committee who are working together to overcome identified weaknesses with the delivery of the nursery education. Staff appraisals and staff meetings are opportunities for discussions about training needs and how to meet individual needs of both staff and children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, 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 are protected from the risk of cross infection through the monitoring of hand washing procedures, monitoring of children accessing their drinks and the cleaning of tables
- ensure children are adequately supervised whilst playing on the climbing frame and using scissors; improve security of premises with particular regard to the fire exit, to ensure children are safe at all times
- improve children's privacy with the use of partitions between toilets
- ensure positive behaviour is encouraged through consistent management strategies
- ensure staff are appropriately deployed and the session well organised, with specific attention to space, time and resources to meet children's individual needs
- ensure all records are accurate and updated policies which reflect new practices are easily accessible.

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 children's listening skills through established routines and opportunities within the group
- ensure all staff are knowledgeable about the Foundation Stage curriculum and how to deliver it effectively, with specific attention to supporting children in their play, observing and recording children's progress along the stepping stones

- develop systems to monitor the effectiveness of the provision in the delivery of the nursery education.

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