



Countryside Pre-School Nursery

Inspection report for early years provision

Unique Reference Number EY299391
Inspection date 23 June 2005
Inspector Lynn Clements

Setting Address Little Canfield Village Hall, Stortford Road, Little Canfield, Essex

Telephone number 07860381847

E-mail

Registered person Susan Brown

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?

Countryside Pre-school Nursery is registered to provide places for twenty-six children aged between two and under five years. This includes funded three and four year olds. Children attend for a variety of sessions. The group supports children who have special needs and children who speak English as an additional language.

Countryside Pre-school Nursery opens five days a week all year round. Sessions are from 09:15 to 13:15.

Three staff work with the children. One member of staff has Early Years qualifications and one member of staff is currently attending training. The setting receives support from a teacher/mentor from the Early Years Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children participate and enjoy a wide range of physical activities that help promote a healthy lifestyle. Their self esteem and confidence grow and they acquire new skills using toys and equipment which challenge them appropriately. Children have access to a fully enclosed outside play area where they can run, jump and skip freely. Staff promote an active lifestyle for children, organising local nature walks and trips to the forest. All children are able to rest or be active according to their needs.

Children's understanding and knowledge of personal hygiene is supported and their personal independence fostered as they learn how to do things for themselves and discuss why they wash their hands after using the toilet or before eating 'to stop the germs'. Staffs sound knowledge of childhood health issues and food hygiene practice ensures children remain protected from cross contamination and infection. All health related documentation is in place and regularly updated. Parents are kept informed of any accidents or incidents.

Children stay healthy because practitioners follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Staff have a good knowledge and understanding of childhood nutrition which ensures children's needs are met. Children are well nourished and encouraged to make healthy choices about what they eat. However, the covered drinking water jug and cups are not easily accessible to children during sessions which prevents them becoming proficient at pouring their own drinks. Staff take opportunities to introduce children to new foods with parental consent.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in an appropriate environment. Regular risk assessments ensure toys and equipment are well maintained and child accessible areas remain safe for all children attending. Child friendly organisation enables children to move safely and select resources promoting active independent learners.

Children benefit from a range of safety measures such as participating in fire safety procedures and discussions with staff, which ensures their know how to respond in a real emergency. The secure entrances and exits enable children to explore and investigate in a secure and safe environment. Children are keen to help at tidy up time, putting away toys to ensure the floor remains safe from tripping hazards. Children are protected from possible abuse or neglect and staff follow appropriate procedures to ensure children's welfare remains paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children take an active role in the pre-school. They enjoy organising their own activities such as building vehicles and houses from various construction media. They participate in a variety of creative activities persevering for prolonged periods of time and showing pride in their finished junk models. Children are confident to make their own choices and appear motivated and interested in the range of opportunities on offer. They move safely and with good control and co-ordination avoiding each other and obstacles. Children build on their independent skills, selecting toys and resources to extend their own play and learning.

Children and staff interact well, taking turns, sharing and responding appropriately. Staff use 'Birth to three matters framework' to effectively support younger children. Staff are caring and sensitive in their approach responding with interest to children, developing their confidence and self esteem, helping them to complete and achieve tasks. Children are beginning to make connections in their learning as they use digital cameras and watch as the pictures appear. Children enjoy each others company and play well together.

Nursery Education

The quality of teaching and learning is satisfactory. Staff understand children's needs and provide an acceptable range of activities and experiences. They have a sound knowledge of the Foundation Stage and have an adequate understanding of how young children learn and progress. Relationships are secure. Levels of challenge are sufficient to interest most children enabling them to make satisfactory progress. Assessments and the use of information gained from them is used in planning children's next steps, although, planning documents do not reflect differentiation to ensure older more able children are challenged effectively. Children with special educational needs are supported appropriately to make progress in all areas of learning. Staff are active in seeking advice from other professionals in the best interests of the child.

Most children are happy, settled and enjoy coming to the pre-school. They are confident to work and play independently or in groups. Behaviour is satisfactory and enables learning to take place. Children are beginning to learn right from wrong with adult support. They are aware of others and older children help younger ones to tidy away and learn where toys and equipment are kept. Children are interested to investigate the activities available and interact with displays asking questions about letters, numbers and animals from other countries.

Overall, children make sound progress towards the early learning goals given their capability and starting points.

Children and staff greet each other as they arrive showing a clear sense of belonging. Children are confident and settled in their surroundings, freely selecting toys and resources. They develop their own imaginary games as they tackle pretend fires or walks in the park eating ice-cream. Children have a good understanding of

number and capacity, pouring sand from teapots into smaller containers to see if it all fits. They independently choose books turning the pages appropriately and guessing what happens next. Children are beginning to make their marks on paper, writing about their favourite cartoon characters or creating lists in role play. However, while staff generally support children's free play and learning, restrictions on themes, impedes on some children's natural curiosity and exploration of more physical role play scenarios and ideas.

Topics, visitors and outings provide valuable opportunities for children to explore diversity and the wider world, as they ask questions and examine artefacts which supports their learning.

Children are active learners taking risks and trying new activities without fear of failure. Staff work closely as a team praising and encouraging children to develop their self esteem, personal independence and confidence.

Helping children make a positive contribution

The provision is good.

Children develop positive attitudes to others and the wider world. They begin to value each other as individuals sharing their thoughts and ideas. positive images and resources provide an inclusive environment which encourages children to discuss and explore their ideas and views.

The pre-school have developed clear strategies to support the small number of children attending with special educational needs. Children show a good understanding of right and wrong, discussing their own rules during group time and talking about being kind and helping other children to feel welcome. Children are supported by the consistent and sensitive approach used by staff as they gently remind children of the boundaries, as a consequence behaviour is good. Children interact well with staff seeking them out to show their finished creations or talk about their forth coming holidays. Managers have plans in place to increase staff awareness regarding the Disability and Discrimination act through in-house training and reading relevant documentation, to ensure the interests of children remain a priority.

Partnership with parents is good. Children benefit from parental involvement. Clear two way communications provide continuity between home and the pre-school and supports children's confidence and sense of belonging. Foundation Stage curriculum information is shared and daily discussions and regular key-worker meetings provide opportunities for all parties to work together.

Children's spiritual, moral, social and cultural development is fostered appropriately.

Organisation

The organisation is satisfactory.

Clear policies and procedures are in place. Induction training ensures staff safeguard

children's health and welfare. All documentation is organised and easily accessible. Managers work closely with staff to develop a strong team, drawing on their particular interests and skills when defining roles and responsibilities. Clear development plans ensures the pre-school continues to meet the needs of children, families and staff.

Leadership and management of the pre-school is satisfactory. Staff have sound knowledge of the Foundation Stage curriculum and the 'Birth to three matters framework'. Regular staff meetings and discussions enable them to identify areas to improve such as incorporating differentiation in planning and developing and updating welcome packs for parents and carers. Their ability to monitor and evaluate the daily running of the pre-school and address any issues is organised well. Most policies and procedures are updated and shared with parents. However, the behaviour management policy requires information regarding bullying to be included.

Overall the needs of all children attending are met.

Improvements since the last inspection

Not applicable first inspection

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):

- make drinking water accessible to all children
- update the behaviour management policy to include information regarding bullying and ensure staff and parents are made aware of the changes, enabling them to support children appropriately

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 current planning to ensure differentiation is clear and supports staff to challenge older more able children effectively.
- extend and support children's spontaneous play in a challenging secure environment which enables them to extend their thoughts and imagination.

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