

East Preston Village Pre-School

Inspection report for early years provision

Unique Reference Number	113474
Inspection date	23 January 2008
Inspector	Jill Steer
Setting Address	The Cricket Pavillion, Sea Road, East Preston, Littlehampton, West Sussex, BN16 1JP
Telephone number	01903 774428
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Registered person	East Preston Village 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?

East Preston Village Pre-School is run by the staff. It opened in 1996 and operates from the Warren recreational ground cricket pavilion in East Preston. The pre-school is open each weekday from 08.45 to 16.00 during term time only.

There are currently 53 children aged from two to under five years on roll. Of these 34 children receive funding for early education. Children attend from East Preston and the surrounding areas. The pre-school currently supports a number of children with learning difficulties.

The pre-school employs nine members of staff. Of these, four hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good personal hygiene practices through everyday routines and activities. They know when to wash their hands, for example, after using the toilet, painting and playing outside. To clean their hands before eating snacks, even the youngest children remember and are able to clean their own hands with a squirt from the container of antibacterial cleaner on the table, after they have helped to wipe the table clean ready for the food. However, children do not wash again after eating so they continue to play with sticky hands and faces. A clear sickness policy is shared with parents so they know when to keep their children at home, protecting other's from infectious illness. All staff attend suitable first aid training to ensure they are able to treat children's minor injuries and to care for them if they become unwell.

Children greatly benefit from daily opportunities to enjoy outdoor play. Whatever the weather children are encouraged to venture outside. They play outside with staff enthusiastically, competently using trikes and showing an awareness of space, good co-ordination and balance. Suitable activities are planned which help develop children's hand and eye co-ordination, such as threading and fishing games.

A healthy selection of snacks is offered to children, such as fresh fruit, crackers and savoury toppings, some of which they have made themselves. For example, during a topic about fish some children made tuna pate which they then thoroughly enjoyed spreading onto crackers for their snack. Children enjoy the freedom of choosing when they wish to have their snack after first identifying their name on the board. Children are able to quench their thirst from their own cup of drink which is within easy reach on a tray, and at snack time they pour themselves a drink from a jug so they remain hydrated throughout the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a welcoming physical environment. They arrive happily and settle well; needing little support from their parents or the staff, who are on hand ready to greet and talk to them. Children know the routine and quickly go and find their name to put on a peg where they hang their coat and bag, often seeking out their friend's names so they can hang their coats side by side. The pre-school is organised into specific areas of activity between two rooms, between which the children can move freely to enjoy their chosen activity. For example, in one room they may opt to play in the popular role play area; then go to the next room for quiet reading; followed by a spell outside running around.

There is a good range of toys and resources available which are in very good condition and cover all learning areas. The equipment is well maintained and replaced if it becomes damaged, to ensure children's safety and that they are able to use it for the intended purpose.

All staff have a clear understanding of child protection procedures. They know what action to take if they have concerns about a child in their care, which ensures they act in the children's best interest. Regular risk assessments are carried out to ensure children play safely indoors, outdoors and on outings. Venues for outings are risk assessed as part of the planning, to ensure staff have knowledge of any potential problems which can then be included in their planning.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy to be at the setting and enjoy their time exploring the activities on offer. They separate positively from their parents, showing they are confident and have made trusting relationships outside the family environment. Children are occupied throughout the day as activities and experiences have been planned with the children's interests in mind. Staff support children in the setting extremely well, providing them with plenty of praise and encouragement. They help children express their thoughts and ideas and follow their individual interests.

Children are keen to learn and are encouraged to try out new skills which foster their emotional wellbeing and help them to achieve well. Younger children learn from a range of activities that are stimulating and well balanced. However, staff do not keep developmental records of children under three years old to ensure they make steady progress and to inform the future planning. Children delight in choosing hands on activities, such as cutting out paper shapes and painting with sponges. This captures their interest and provides many opportunities to explore and experiment, effectively supporting the children's progress across all areas of learning.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and children are making steady progress through the stepping stones. Frequent observations are made by staff of children's progress, although these are not regularly transferred to the individual development records to ensure the information can be used to inform future planning for the next stage of each child's individual development. Staff plan and provide a wide range of interesting topics and experiences, which engage children and cover all areas of learning.

Staff plan topics for children to follow, in consultation with the children, which are supported by related activities, such as outings and singing. For example, during a topic about 'My Favourite Things', staff ask children about their favourite rhyme which results in many activities based upon '1, 2, 3, 4, 5, once I caught a fish alive'. They go for a walk to the nearby beach, make tuna pate for snack and play a fishing game with magnetic rods and fish.

Children count confidently in a variety of situations during everyday activities. For example, they count how many bowls they have and compare them to the number of children when cooking and join in with singing number rhymes and songs. Participating in village life helps children become aware of their environment and the world around them and a wide range of activities are planned to arouse their interest and curiosity. For example, taking their place on a float in the village carnival and visiting local shop keepers.

Children choose to play comparing and matching games on the laptop computer, which they manage competently, positioning the cursor and clicking on the mouse. They open and close games with confidence, unfazed by the technology. Children are confident speakers, engaging in conversation with adults and each other. They enjoy listening to stories, joining in with repetitive phrases and discuss what happens next.

Helping children make a positive contribution

The provision is good.

Children are well behaved and work harmoniously with each other in response to the realistic boundaries and expectations of staff. Staff have a positive attitude towards diversity and help children develop an awareness of their own and other cultures. Planned activities and a good range of resources help them celebrate a variety of festivals, both local and worldwide. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's self esteem is fostered when staff praise them and recognise their achievements; children proudly store their pieces of work in their individual folders. Children with additional needs are welcomed into the inclusive environment; staff ensure additional support is available if necessary, including working with outside agencies as required.

The partnership with parents is good. All children are valued as individuals and their needs are effectively met using the information gathered from parents. This contributes considerably to children's well-being whilst at the nursery. Parents are informed about their children's progress through daily discussion with the staff. Regular newsletters and the weekly planning displayed, keep parents informed about topics and activities within the nursery which enables them to become involved in what the children are doing. This helps ensure children's care is shared between nursery and home, establishing a strong link between parents and staff within which children develop and feel secure.

Organisation

The organisation is good.

Children are cared for by an established team of suitably qualified staff, who have been suitably vetted due to effective recruitment procedures. Staff have a good knowledge and understanding of child development which enables them to meet children's individual needs well. All policies and procedures are in place to promote children's well-being and these are regularly updated to ensure current best practice. All the required documentation is in place, well maintained and stored to maintain confidentiality.

Leadership and Management is good. Management has a high regard for the staff team and they work well together. Clear communication and guidance allows them to provide a stimulating and well-balanced programme of learning based activities. Individual staff training needs are identified, with staff attending a range of courses to ensure they can fulfil their individual roles. Management evaluate the service provided and there is a strong commitment to creating a rich learning environment for children. All staff have a good understanding of the Foundation Stage and contribute to the curriculum planning, providing a comprehensive timetable of play based learning. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the pre-school were asked to ensure that the complaints policy shows the details of the contact address and telephone number of the registering body and to ensure documentation includes a visitor's book and a record of injuries a child arrives with.

The pre-school now displays a poster for parents which includes the registered body telephone number and the address is included in the complaints policy.

All visitors are now clearly recorded with signatures and any existing injuries are clearly recorded.

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):

- further improve routines for children to develop good personal hygiene practise
- develop observations and assessments for two year old children and use the information to inform future planning to ensure they make good developmental progress

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 systems for updating children's development records to ensure the information can be used to plan the next steps in each child'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