

Plaistow Pre-School

Inspection report for early years provision

Unique Reference Number	113649
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Inspector	Lisa Jane Cupples
Setting Address	Winterton Hall, Plaistow, Billingshurst, West Sussex, RH14 0PX
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Registered person	Plaistow Play School
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 good.

WHAT SORT OF SETTING IS IT?

Plaistow Pre-school opened in 1966 and is managed by a committee. It operates from one room in the village hall in Plaistow, West Sussex. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 12:00 and from 13:00 to 15:00 on Wednesday and Friday during school term times only. All children share access to a secure enclosed outdoor play area.

There are currently 24 children aged from two to under five years on roll. Of these, 15 children receive funding for early education. Children come from the village and surrounding areas. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs six members of staff. Of these, three hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to learn the importance of good personal hygiene through discussions and daily routines. For example, children are actively encouraged to wash their hands before snack and after using the toilet or taking part in messy activities. Children use running water, soap and disposable paper towels, helping to prevent the possible spread of infection. Staff talk with the children about why they need to wash their hands, developing their awareness. Children know they must wash their hands 'to wash away all the germs'. Children's health is promoted because staff implement stringent hygiene procedures effectively. For example, staff arrive early to ensure all areas of the hall are clean and safe for the children. The kitchen area is wiped over and the hall toilets are cleaned, following the use of other hall users at weekends and in the evenings. During the sessions, tables are cleaned before and after snack time, helping to prevent cross infection and any spillages are cleaned up immediately, ensuring the floor is safe for the children to use.

Staff have a clear understanding of the procedures to follow with regard to recording all accidents and the administration of medication within the setting. However, the accidents records are not recorded confidentially at this time, enabling other parents to read previous entries on the form. Children will receive appropriate treatment if an accident occurs on the premises because four members of staff hold current first aid certificates and a fully stocked first aid kit is in place. The pre-school staff obtain written parental consent to seek emergency medical treatment or advice, minimising any possible delays to the children receiving treatment.

Children learn about the importance of healthy eating through discussions at snack time. Staff talk to the children about the types of food that are good for them. Children know that fruit and vegetables help them to grow stronger and they should have five a day, to keep them healthy. Staff provide a wide range of fresh fruit for snacks and parents provide healthy packed lunches for the children who stay for lunch. Children have access to fresh drinking water throughout the session, on a tray at the end of the hall. Children's independence is encouraged as they help themselves, pouring the water into cups and then clearing them away afterwards. Children are beginning to develop an understanding of their own bodies and often talk about being thirsty after physical activities. Staff record the children's allergies, medical and cultural requirements following discussions with the parents before the children attend. The information is discreetly displayed for all staff, ensuring the children's needs are being met at all times.

Children use the outdoor play area everyday and take part in a wide range of activities to develop their physical skills. Children practise climbing on the frames in the garden area and ride the wheeled toys with control. They use bats and balls and throw hoops onto poles, developing their hand to eye coordination well. Children are able to run and jump, burning off their excess energy, while reaping the benefits of the fresh air. They take part in whole group activities, such as, using the parachute, learning to work together and enjoy community events, such as, sports day, which takes place either in the pre-school garden or on the village green. Children are developing an understanding of the importance of a healthy lifestyle and know that physical exercise is good for them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit greatly because the premises are clean and well-maintained, providing a warm and welcoming play and learning environment. The building has plenty of natural light and is heated with radiators, which are all protected with guards to promote the children's safety. Children have access to an extensive range of resources, which are suitable for their age and stage of development. They are able to make choices throughout the day, developing their independence and decision-making skills effectively. The resources and equipment are clean, brightly coloured and well-maintained, providing a safe environment for the children. Staff set up the activities to interest the children, attracting them and encouraging them to join in. For example, the home corner is set up as a house this week and children participate fully in role-play because the area is well-equipped to stimulate their imaginations.

Children's safety is promoted effectively because staff are vigilant and ensure the premises are safe before the children arrive. All plug sockets are covered and the storage cupboards are kept closed during sessions to prevent the children accessing them. Children are beginning to learn about keeping themselves safe through discussions and routines. For example, children know they must not run in the hall, they tuck the chairs in behind them and pick up toys that fall on the floor so that other children do not trip over them. Children practise regular fire drills and are able to explain what happens during a drill, showing a clear understanding of the emergency evacuation procedures. Clear arrival and collection procedures are in place to further promote the children's safety, as parents are required to come into the hall and a member of staff is always on door duty to prevent children slipping away unnoticed.

All staff have a very clear understanding of the child protection procedures and are able to recognise the possible signs and symptoms of abuse. The contact details for the Local Safeguarding Children Board are included in the policies, which are shared with parents. Staff record all pre-existing injuries and incidents clearly and the records are stored confidentially to protect the children. The policies include procedures to follow if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly on arrival and come straight in to play. Staff greet the children and their parents warmly at the door, making them feel welcome, and encouraging them to share information. Children concentrate well from a young age as staff encourage them to persevere and complete tasks, such as, simple puzzles and tidying away the resources. This helps to build the children's concentration span, enabling them to settle at activities without flitting from one thing to another. Staff have a clear understanding of the developmental needs of children and this enables them to provide a broad range of experiences for the youngest children alongside their peers. Staff are skilled at differentiating the activities, ensuring all the children gain the most from the learning opportunities in the pre-school.

Children have great fun during their time at the pre-school, laughing and joking with each other and the staff, building their confidence and self-esteem effectively. Children benefit because there is a calm and relaxed atmosphere and staff gently encourage them to try new things, such as, making play dough or painting using their hands and feet. Children respond well and are keen to try things without the fear of failure because staff are supportive and nurture the children, enabling them to feel comfortable and part of the group.

The quality of teaching and learning are good. Staff have a clear understanding of the Foundation Stage and the stepping stones. Staff get to know the children extremely well, which enables them to make the most of incidental learning opportunities throughout the session. They ask open-ended questions and extend the children's learning through discussion and introducing additional resources to build on the children's own ideas. The staff regularly observe the children's activities and record their achievements in their progress records, collating the information and identifying the children's next learning steps. The short term curriculum planning is well-balanced and covers all six areas of learning equally, helping the children to make good progress towards the early learning goals. However, there is no link between the children's identified next steps and the curriculum because the staff do not use the detailed information gathered about the children to plan for their individual needs.

Children benefit greatly from the good quality interaction with the staff and their clear understanding of how children learn. They become involved in purposeful conversations and are able to extend their ideas fully. For example, children talk about baking at the play dough table and decide to make duck pies. They roll out the dough and staff talk to them about how the pies are cooked. The children collect their pies and go to the home corner, using the oven to bake the pies and reminding other children not to touch them until they have cooled down because they will be hot. By allowing the children to move the play dough around the hall, the staff enable children to recreate their own experiences. As a result, they are not restricted by boundaries, such as, keeping the play dough on the table and are able to express their ideas fully. Children understand the rules of the group and when they have finished they put the play dough back on the table and move on to other activities.

Staff are skilled at bringing activities to life and making them real for the children. For example, staff encourage the children to paint seascape pictures and to prepare for the activity children explore and investigate a large bowl of water. They talk about how it looks and feels and how waves and bubbles are made. Children become animated and talk about the waves crashing on the beach. Children begin to paint their pictures and then add different coloured tissue paper and silver card to represent the crest of the wave before it reaches the shoreline.

Children social skills are developing extremely well; they are polite and are able to follow simple instructions with ease. They understand the clear rules of the pre-school and often remind others not to run in the hall or to take turns fairly. Children show good levels of independence as they self-select resources and choose activities. They hang up their coats and put on their own aprons for messy activities. Children make good use of the book corner and handle books correctly. They stand the large books up against a viewing rack, so they can turn the pages with ease. Children pretend to read to each other, following the stories from the pictures and often finishing by saying 'The End'. Children listen carefully as staff read to them, using character voices and actions to bring the stories to life. Children recognise letters and are beginning to link the letters to sounds, using magnetic letter boards. They recognise their names in print as they hang their coats up on the low-level labelled coat pegs. They recognise letters and some children are beginning to write clear recognisable letters, other children are able to write their full names on their work. Children have access to mark-making materials throughout the sessions and understand that text has meaning.

Children recognise numerals on the display boards and often point to the corresponding numbers as they talk about how they are or how many brothers and sisters they have. They use mathematical language to describe size and shape during construction activities and talk about

different positions when they are completing puzzles, building complicated train tracks or asking other children to sit next to them or behind them at story-time. Children explore the world around them and are beginning to experiment, taking part in activities to learn about cause and effect. For example, children freeze water and talk about it turning into ice. Then the following session they place the ice in front of the radiators and watch it melt, turning into water again. They learn about their environment through practical activities, such as, recycling and investigating mini-beats outside. Children have an understanding of everyday technology and are able to use the laptop computer with ease, choosing programmes and using the keyboard with skill.

Children's fine motor skills are developing well as they manipulate tools and resources with ease and control. For example, children use scissors with confidence and use the spoons to make the play dough. They turn and change the positions of the puzzle pieces to join them together and cheer when they have completed the puzzles. Children recognise a range of colours and choose from a wide selection of resources during craft activities, making collages using their own ideas. Staff praise and encourage the children without interfering or trying to change the children's ideas, allowing them to express themselves fully. Children use their imaginations well during role-play in the home corner. They pretend to make drinks for each other, pouring tea and milk. They use the equipment to make dinner and are beginning to negotiate roles with each other, co-operating well together. Children sing a range of songs from memory and confidently match the actions to rhymes. They use the play dough to make the 'current buns in the bakers shop', counting with confidence. They sing songs in large groups as part of their musical movement session, such as 'Heads, shoulders, knees and toes', laughing out loud as they sing faster and louder.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Staff have a very clear understanding of equal opportunities and ensure all the children have equal access to the resources and the staff teams' time and attention. Staff ensure enough resources are available for all the children to participate fully throughout the sessions, helping them to feel valued and part of the group. Children are beginning to learn about the wider world through planned topics and themes covering a variety of cultural festivals from around the world. For example, children celebrate Diwali and Chinese New Year. They have access to a wide range of resources on a daily basis that reflect diversity, helping children to develop an understanding of the world around them. Staff take the time to get to know the children and their families exceptionally well, building good relationships, helping the children to settle and feel comfortable during their time in the group. Staff discuss the needs of the children with their parents before they attend and record all the information on their individual registration forms. Any specific requirements are discussed with the whole staff team, ensuring everyone is fully aware of all the children's needs.

The pre-school has very good systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The special needs coordinator has a clear understanding of her role and the pre-school work extremely closely with the parents and other agencies to support all the children who attend. Children behave exceptionally well because the staff implement the clear rules and boundaries consistently. For example, all the staff remind the children not to run in the hall and to pick up the toys if they fall to the floor. Children follow the rules and are happy in the group because they know exactly what is expected of them. Staff are positive role models and encourage the children to be

respectful of others and their play environment and also to be polite, saying 'please and thank you' at snack time. Staff focus on the children's positive behaviour and take the time to recognise their efforts. For example, they thank the children for tidying away the toys, picking up aprons that have fallen on the floor or being helpful to others. As a result, the children are keen to follow the rules and help each other, as they learn to show consideration for others.

Children benefit greatly from the clear and open lines of communication between the staff team and their parents. Staff are available at the beginning and end of each session to talk to the parents, ensuring they are able to meet the needs of the children attending. Parents have access to the pre-school policies and procedures, although the complaints policy does not include information about the complaints log for parents' information. The setting organises a wide range of activities and events to encourage the parents to become more involved in their children's learning. For example, the pre-school holds an annual fundraising fete, organises a sports day and parents are invited into the pre-school for tea to celebrate Mother's Day. The children make sandwiches and cakes while they talk to the staff and look at the children's work and progress records. Parents also receive newsletters, helping to keep them informed about the pre-school, any forthcoming events and the planned themes for the following half term.

The partnership with parents of children who receive funding for early education is good. Parents receive detailed information about the setting and their overall aims and objectives. Parents have access to their children's records on request and they are able to talk to their children's key worker at any time. Staff provide parents with a list of topics and themes for the coming months. However, the short term curriculum planning is not currently displayed for the parents, so they are not aware of the planned learning intentions, limiting the opportunities for them to be more involved in their children's learning or extend the ideas at home. Parents are encouraged to share what they know about their children and are invited to spend time in the pre-school, developing an understanding of how the pre-school works to provide an extensive range of learning opportunities for their children.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children's safety is promoted because clear and robust recruitment and vetting procedures are implemented effectively by the committee and the group supervisor. All staff working with the children are suitable to do so. The committee and the supervisor carry out annual appraisals to monitor the staff team's ongoing suitability, performance and contribution to the group. As part of the appraisal procedure training needs are identified and then courses are booked to meet the developmental needs of the staff team and the group as a whole. All new staff and volunteers complete an induction programme covering the group's policies and procedures, ensuring everyone is fully aware of their role and responsibilities, protecting the children who attend.

Children benefit from the good organisational skills of the staff team. The sessions run smoothly and children are fully occupied and stimulated throughout. They are never left waiting around for something to do, which has a very positive effect on their behaviour. The supervisor has an extremely clear understanding of the requirements of registration and ensures the ratios are maintained at all times, providing effective support and supervision for the children. All visitors are required to sign in and out of the building providing a full record of everyone coming into contact with the children. All of the required paperwork is in place and most is maintained to a high standard, although some documents do not include all the relevant information. For

example, the daily attendance register includes the times of arrival and departure, although the children's full names are not recorded at this time.

The leadership and management of the setting are good. The pre-school is managed by a parents committee who employ a fully qualified and extremely experienced supervisor to organise the day to day running of the group. Clear roles and responsibilities are defined, ensuring the sessions run smoothly and the children are occupied throughout. The staff team discuss the outcome of the activities and the routines at staff meetings and written evaluations are used to monitor the nursery education. The evaluations cover how well the activities work and gauge if the overall learning intentions for the session have been met. The staff team attend a variety of training courses to update their knowledge and understanding regularly, for the benefit of the children who attend. The well-established staff team work well together, providing a stimulating and well-balanced curriculum for the children. The committee and staff team are fully committed to continually improving the quality of care and education for all children.

Improvements since the last inspection

At the last care inspection the pre-school was asked to ensure the registration system records the times of arrival and departure of children and staff and to make the complaints procedure available to parents, including the details of Ofsted. They were also asked to obtain written permission to seek emergency medical treatment or advice and to administer any form of medication to the children and ensure parents sign the records.

Staff now ensure the children's times of arrival and departure are recorded, although the children's full names are not recorded in the register. The complaints procedure is available for parents in the policy folder, although it does not include information about the availability of the complaints log. The systems for recording and administering medication are in place and meet the requirements and staff have obtained written parental consent to seek emergency medical advice or treatment.

At the last nursery education inspection the pre-school was asked to provide opportunities for children to develop an understanding of addition, subtraction and comparison in planned play activities. They were asked to provide further opportunities for children to explore and investigate using everyday technology. The setting was also asked to improve the use of observation, assessment and evaluation to aid planning to include extended learning for more able children.

Children have many opportunities to begin to understand simple addition and subtraction using groups of objects. They compare numbers and quantities during activities, such as, sorting and matching. Children have access to the laptop computer daily and are able to explore and investigate their surroundings using magnifying glasses and bug boxes. Although the staff make detailed observations of the children's progress and assess their next steps of learning, the information is not used to inform the short term curriculum planning to ensure it meets the children's individual needs. Older, more able children are sufficiently challenged because staff take the time to get to know the children and are skilled at differentiating the activities to reflect the children's abilities.

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

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 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):

- update the complaints policy to include information about the complaints log
- ensure the accident records are confidential and include the children's full names in the daily attendance register.

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 a system to use the children's next identified learning steps to inform the short term curriculum planning, to ensure their individual needs are being met
- display the planned curriculum to enable the parents to be more 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