

Dunkeswell Pre School

Inspection report for early years provision

Unique Reference Number	105965
Inspection date	19 July 2007
Inspector	Michelle Tuck

Setting Address	Unit 6, Culme Way, Dunkeswell, Honiton, Devon, EX14 4JP
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Telephone number	07905 550482
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Registered person	Dunkeswell Pre School
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Type of inspection	Integrated
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Type of care	Sessional care
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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 outstanding.

WHAT SORT OF SETTING IS IT?

Dunkeswell Preschool is situated in the centre of the village of Dunkeswell, adjacent to the local shops. The setting serves a predominantly rural area and has very good links with the local community.

The group is open Monday to Friday from 09:15 to 13.00, this includes an optional lunch club.

At present there are 37 children on roll, of which 28 children are in receipt of funding for nursery education.

The group welcomes children with learning disabilities and difficulties. There are currently no children in the group with English as an additional language.

The main play space is one large room with a kitchen and toilet block situated off the entrance hall. Outdoor play is available in a small enclosed outdoor area and use is made of a nearby playground.

Five experienced and qualified staff are employed in the group. Advice and support has been provided by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene as they wash their hands before eating their lunch, after they have used the paints, sand and play dough and confidently use the soap and paper towels. Children's risk of infection is minimised because staff implement effective health and hygiene policies and procedures, for example, using anti-bacterial spray to disinfect tables before snack time, and not accepting children into the provision that are sick. However, not all children wash their hands after using the toilet and children do not wash their hands immediately before eating their snack, which means that children are not wholly protected from the spread of infection. The children are well protected as staff have relevant first aid training and respond to accidents and the administration of medication effectively.

Children benefit from a healthy diet; they are provided with a range of healthy options, for example, melon, strawberries, apples and raisins. Daily monitors are selected to promote children's independence for handing out cups and snacks and individuals are encouraged to pour drinks for themselves during the session when drinking water is always available from a jug stored at children's height. Children use good manners saying "please" and "thank-you" as they choose which fruit they wish to eat.

Children enjoy the garden immensely, they recognise the benefits of exercise and enjoy daily opportunities to participate in activities developing their co-ordination, physical skills and spatial awareness. For example, children move freely in the outside area, negotiating space well to avoid one another as they ride bikes and sit-in cars. Their physical development and large muscle control is promoted when they use the large fixed equipment at the park. Children also have opportunities for physical activity inside which includes music and movement and dancing to their favourite songs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a safe and secure environment because staff are vigilant and remove any possible hazards. For example, they do not have any hot drinks in the play room. Children are made aware of dangers through general conversation and consistent rules, for example they know they must not run in the setting. Children learn how to keep themselves safe by practising regular fire drills, they know exactly what they must do in the event of a fire. Fire evacuation has also been detailed in pictures displayed at the children's height on the wall, to ensure even the youngest children can begin to grasp what they need to do. This also helps to make it a less daunting task, for young and new children to the setting.

Comprehensive risk assessments are in place covering all aspects of the provision. All staff are aware of their individual roles and responsibilities towards the safety of the children and the premises. The entrance is kept locked and visitors sign in and out of the building, keeping the premises and children secure and ensuring that no un-vetted visitors have access to the children. The entrance doors are also alarmed to further protect children. This ensures that children do not leave the premises unnoticed.

The premises are bright and welcoming and children's work is displayed on the walls, making them feel valued. Children benefit from using a wide range of safe resources because procedures are implemented effectively to ensure all equipment is checked regularly, providing the children with a safe play environment. There was one socket cover missing from an electrical socket at inspection.

Children are well protected because all staff have a clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the setting's responsibilities. Staff are aware that all existing injuries and incidents are to be recorded, keeping children safe and protected.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children settle quickly and feel comfortable within their environment. Children are extremely happy and they laugh and giggle throughout the activities, for example during a circle game where they pretend to be honey bees and collect nectar and pollen from flowers, they could be heard squealing with excitement, and demanding to do it again.

Staff interact with the children exceptionally well, talking to them all the time, making eye contact, playing at their level and showing affection. Staff praise and encourage the children all the time helping them to learn different skills. For example, "That's brilliant counting". Children under three are regularly observed and records are made using the Birth to three framework.

Nursery Education

The quality of teaching and learning is outstanding. All staff have excellent knowledge and understanding of the Foundation Stage. This enables them to plan a stimulating well-balanced programme, which effectively covers the six areas of learning.

Observations of children's progress are ongoing, all staff record individual achievements clearly and they collate the information to inform the curriculum. All of the curriculum is organised well to promote learning in all areas. Staff ask open-ended questions encouraging the children to think about what they are trying to achieve. They allow the children time to think about their answers and value their responses, providing additional resources or ideas to help and support their learning. For example, signing is used in addition to words with children at registration time for those children who find communicating through spoken language more challenging.

Excellent use is made of time and resources allowing children opportunities to freely access resources and initiate their own learning, working in groups with other children in free-play and engaging in planned activities with their peers. Some parts of the sessions are structured, others allow the children to express themselves freely, using their imaginations extremely well during free-play and role-play. Children play Doctors and nurses, they listen to each others' heart beat through a stethoscope and use language well to negotiate and communicate. For example, one child asks another "Can you be poorly?" as they take on their roles, and act out scenarios.

Staff have a clear understanding of the developmental needs of all children, they know when to stand back and let play develop naturally and when to step in, offering guidance and support as necessary to help children reach their full potential. The resources are used effectively throughout the day and children have many opportunities to self-select resources, developing their independence, which is actively encouraged throughout the day. This increases the children's opportunities to explore their freedom of choice and develop their decision making skills.

Children's social skills are developing well, they are eager to join in the activities, ask questions to learn more, and show curiosity. Children show high levels of concentration and become engrossed in the activities provided, confidently suggesting new ideas, co-operating well and sharing their feelings. For example, two children explore the water by pouring water from a watering-can over each others' hands. One child asks the other, " Shall we fill this one up?" referring to one of the plastic containers. The other child replies, "Shall we both have one?". Children have a good understanding of what is right and wrong. For example, two girls had a dispute over some craft materials, one said to the other, "share, you must share".

Children's vocabulary is developing well and staff introduce new words at every opportunity during practical activities. For example, children have been exploring mini-beasts and words such as nectar and pollen have been introduced. Children are beginning to understand that text has meaning as they handle books independently and make use of the book area well. Children hold the books correctly and pretend to read stories to each other. Children count confidently up to, and sometimes above 10 throughout the day. For example, when counting how many children are present that day.

Children have many opportunities to use and handle a good range of natural and manmade materials. They enjoy choosing and using a wide range of materials to complete their own ideas throughout the day. They use everyday technology such as the computer. Children have a good sense of time and place as they recall past events and activities. They use their imaginations extremely well during role-play and during conversations with one another.

Very good support from staff and an exciting, stimulating and well-balanced educational programme ensures all children are captivated in their learning.

Helping children make a positive contribution

The provision is outstanding.

Children develop a excellent sense of responsibility and belonging to the group. For example they all involve themselves in helping to tidy away. Children's behaviour is extremely good because they have a very clear understanding of what is expected from them. They display exceptional levels of confidence and self-esteem because staff value all positive behaviour and reinforce this through continual praise. Staff are highly effective in the way they manage children's behaviour helping them to think about why their actions are not kind and the impact this has on others. Children's good behaviour and achievements is rewarded with stickers.

Children are very aware of the similarities and differences between themselves and other people as this is enhanced through stories and discussion with staff in their play using a range of resources promoting diversity and planned activities. Their understanding of the wider world is extended as they explore different countries, and cultures. Children learn about a range of cultures and beliefs through activities linked to special events and festivals. For example, Chinese new year. Children's spiritual, moral, social and cultural development is fostered.

All children thrive because they are highly valued as individuals by staff who work with them. They are fully included in all aspects of the pre-school and effective systems are in place to support children with learning difficulties or disabilities. Staff have an excellent knowledge and understanding of children's individual home and family circumstances and children benefit greatly from the extremely strong relationships between staff and parents securing the links between home and pre-school. Partnerships with parents are outstanding. Parents are well informed about the pre-school through a variety of ways, including an informative prospectus, details displayed on the notice board and regular newsletters. They are encouraged to play an active role in their child's learning and development.

Organisation

The organisation is good.

Daily routines are organised exceptionally well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and interested throughout the stimulating sessions, which has a positive effect on behaviour. The ratios are maintained at all times and staff deployment is very effective in all areas of the setting, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides.

Effective procedures are in place to ensure all adults are checked and new staff complete a thorough induction programme, ensuring children are safe. Children are well protected because all policies and procedures are implemented effectively. All the required paperwork and documentation is maintained to a high standard.

The leadership and management of the setting is outstanding. The provision's committee strongly support the staff. The manager is responsible for the day-to-day running of the setting and the performance and contributions of the staff team. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The manager provides excellent support for all staff and is knowledgeable, offering advice and suggestions through observation and discussion to improve the quality of care and education throughout the pre-school.

The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Staff all contribute to the curriculum, using their key worker notes and observations to ensure each child's individual needs are covered in the short term planning, helping each child to reach their full potential. Children benefit from the knowledge and experience of the staff. They are totally committed to ensuring that the quality of care and education is continually improved for all the children.

Improvements since the last inspection

At the last care inspection the group agreed to develop a plan that sets out induction procedures for new staff, students and volunteers. There is now a detailed induction package for all new staff, students and volunteers.

At the last education inspection the group agreed to extend opportunities for children to become familiar with written numbers within the everyday environment. There are many opportunities for children to count and see numerals in the setting, for example on posters in the play room.

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):

- consider ways in which good hygiene practices can be further promoted, with particular regard to hand washing before snack time.
- ensure all electrical sockets are inaccessible to children

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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