

Cootham Pre-School

Inspection report for early years provision

Unique Reference Number	113448
Inspection date	16 October 2007
Inspector	Christine Clint
Setting Address	Cootham Village Hall, Chapel Lane, Cootham, Pulborough, West Sussex, RH20 4JX
Telephone number	07722501416
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Registered person	Tracey Brooks
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?

Cootham Pre school has been registered since 1999. It is a privately owned group and is situated in the village hall of Cootham near to Storrington. The pre-school provides sessional day care and is open each week day from 09:15 - 12:15 hours during term time. The session is extended to 13:15 hours on a Monday, Tuesday, Wednesday and Thursday for children who wish to stay to lunch club. There is a French club available for children outside of Cootham on a Thursday afternoon from 12.30 until 15:00 hours; also, children who are rising five years can attend on Friday afternoon from 13.15 until 15:45 hours. All children share access to a secure enclosed outdoor play area.

The pre-school currently has 40 children on roll and 28 children who are in funded educational places. Children attend from a wide rural area. The pre-school support children with learning difficulties and/or disabilities and also supports children with English as an additional language.

There are 7 staff and 6 of the staff including the principal, hold appropriate early years qualifications. One staff member is working towards a further qualification. At the time of the inspection 14 children were attending.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean and well organised premises that are suitably maintained. They follow very regular routines to ensure that their health is prioritised and the simplicity of the routines enables children to learn about health. They each use small cloths for their hands and faces at snack time, they manage independently and learn to use a different coloured cloth for cleaning the table. Children use the nearby toilets easily and they are well supervised by staff. They have steps and can reach the big soap dispensers; all items are effectively prepared for children to manage themselves. Children recognise when they need to use the tissues in the main room and place these in the nearby bin. Staff gently remind children about hand washing and covering their mouths when they cough or sneeze. All requirements for nappy changing are immediately available along with plenty of clean clothes for children who need to be changed.

There are full and detailed procedures in place for administering any medication to children and all parental permission regarding medication and emergency treatment for children is obtained in advance; accurate records are in place. A first aid kit is readily available and all accidents are recorded and signed by parents. However, the first aid training certificates in place for staff, have currently expired. There is clear information for parents regarding illness and attendance; children's health is monitored regularly with parents if they become unwell and when they return.

Children show enthusiasm and keenly anticipate their snack time. They sit in small groups with staff and learn to wait for each other. They enjoy fruit and peel bananas themselves. They have a variety of healthy snacks. All the children make their own sandwiches once a week and they also have a French style café with a wider selection of choice on another week day. Children competently pour their own milk, they ask for more if they are thirsty or hungry, and any food dropped on the floor is discarded. Children who stay for lunch manage well, they unpack their own lunches and sit with staff to socialise and take time to eat; they are calmed by the gentle music played at lunchtimes. Any children with allergies have their needs clearly documented and notices are displayed.

Children have very regular access to outdoor play to increase their physical development. They peddle a variety of different sized tricycles and manage larger tricycles with trailers. They climb the apparatus and travel down the slide. They run on the grass and kick balls. They dig happily in the mole hills and make tracks for their cars and trucks. Children happily make choices during outdoor play and use the grass or soft play surface, they often have access to the large sand pit or a wide choice of different activities according to the weather.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are competently cared for and diligently supervised at all times. They have a very wide selection of resources which are prepared and ready when children arrive. They choose activities freely for the first part of the session and staff are available and focussed on children's needs. Children concentrate and learn about safety and taking care when playing outside in the garden, they line up and help to count each other before they go outside. Staff explain that this helps them to keep the children safe and secure. Children are also learning to manage their movements during inside and outside play. They safely use the role play area on the stage and wait for the

wooden steps to be in place. They responsibly carry chairs when asked and take care not to bump into each other. They manage the steps in the toilets and they carefully help to pack away the equipment. Children dutifully follow the one way system for traffic when they ride the wheeled toys outside. They also practise fire drills every half term and these are recorded.

There are high ratios of staff to children at all times and staff are not included in the ratios when children are taken on outings. The very detailed risk assessment documents show that all areas of the building and the daily routines are thoroughly monitored for safety and any highlighted items are dated when completed. For example, the pre-school have added a spy hole to the main entrance door and there is a door bell to alert staff. Parents deliver and collect children one by one because the entrance is small and children can be welcomed individually and safely supervised.

Children's well being is consistently monitored by staff, who raise any concerns immediately and the supervisor liaises with parents at every session. There are fully explained procedures for safeguarding children in the child protection policy and this includes the procedures to be followed in the event of any allegations against staff. Staff have a substantial knowledge and have attended training, they systematically record any injuries that children have on arrival and they are fully aware of notifying concerns to relevant agencies.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very eager to attend, they are interested and involved at all times. They have ample choice of activities and dedicated attention from staff. Children self register and they choose happy, sad or surprised faces according to how they feel. They immediately sit together at the threading table and choose from the baskets of different coloured objects; children concentrate and persevere. They play on the car mat and join with others to make engine noises as the cars go up and down the ramps. Children quickly learn the daily routines because these are regularly followed and increase their sense of settling and belonging. They show growing confidence because they are encouraged and praised, they learn right from wrong during routines because staff always explain. Children have many opportunities throughout the session to become independent, they know that only four of them are allowed in the role play area together and they confidently ask staff to place the wooden steps in front of the stage area. Children listen extremely well because staff speak clearly and gently. They respond immediately to 'hands on heads, then on hips and fingers on lips'. All children follow the sensible instructions to enable any change of routine or movements within the room to take place smoothly and carefully. All children's development is observed and assessed from the beginning of their attendance and aspects of the Birth to three matters framework are linked with the Foundation Stage curriculum as children progress.

Nursery education.

Children separate from parents and carers with confidence, they have dedicated attention when they first arrive. They are encouraged to take turns and share, especially during outside play with the larger tricycles. Children form a queue when waiting to fill up with petrol, they wait patiently and understand the reason for queuing. Children show skills of negotiation in the role play area when they both want the same wooden spoon and they manage this themselves by finding another spoon. They are fully encouraged to manage their own personal needs and especially their table manners when eating and drinking. All children take part in saying grace before eating and learn to wait for each other at the table.

Children listen fully and respond confidently during group times when they are discussing the weather. They use descriptive words to explain different types of weather, especially the wind and they learn about hurricanes. They are also learning sign language and include actions and gestures for different types of weather. Children frequently practise rhythm and their learning about language is linked with songs and rhymes, children sing about snack time, they sing hello and goodbye songs. They learn the words and recognise and connect the meaning. Children have consistent opportunities for practising emergent writing and progress to forming letters. They show interest in books and handle them carefully, they eagerly read from pictures and ask for stories.

Children instantly recognise how many cups they need at each table for snack time, they quickly calculate how many are left each time a cup is taken away from the basket. Children count all together when they line up to play outside. They can count how many items there are on the string they have threaded. They regularly take part in cooking activities to weigh and measure items. They use positional language in conversations and children know and can compare size. They are learning to identify and name different shapes and can recognise these during their play. Children are creating a wall chart for the weather and comparing the amounts of different weather symbols.

Children have excellent opportunities to learn about the wider world because the pre-school staff provide ample planned experiences and spontaneously react to opportunities for outside play. Children use the fresh mole hills to play with trucks and diggers, they go outside to check the weather during group time and report back to all the children. They visit local gardens to learn about insects and flowers; they plant their own sensory garden and learn about different plant smells. They have trips to farms and local places of interest, they link this with their planned activities. Children make their own chameleons and show how they can be camouflaged, they learn how to find these when they are hidden in the garden. Photographs show that children spontaneously play in the snow and fully enjoy the experience. They have opportunities to use technology and learn how to record their own voices and listen to them.

Children show a high level of involvement in moving to music and carrying out actions to songs. They learn to clap, stamp, jump, run on the spot and nod their heads in time to the rhythm. Children show a good understanding of space and manoeuvring, they line up and they can march. They persevere when peddling the tricycles and especially when carrying another child in the trailer. Children use small hammers, they join construction equipment together and they manipulate the play dough and cut shapes. They experience spreading the shaving foam and making patterns on the table. Children are learning about their health through the regularly incorporated routines for hygiene and the regular healthy food provided.

Children instantly recognise colours as these are referred to very frequently during the session, children are asked to sit on blue chairs or yellow chairs. Children freely use the mark making area and draw and colour their own designs. They talk about the colour of the autumn leaves and how they feel, children use large crayons and learn how to make leaf rubbings through the paper. They have regular access to painting and make large and small pictures which are displayed. Children wear dressing up clothes for long periods, they have pretend picnics and practise cooking in the role play area. This is often transformed into a café when children take orders and learn how to respond to each other. Children have also experienced role play in a flower shop and learned how to make bouquets. They have weekly music sessions and use instruments together, practising rhythm and identifying and describing sounds; children sing very frequently.

The quality of the teaching and learning is outstanding. Staff show that they are dedicated and attentive to children at all times and keen to include opportunities for them to learn. They plan and organise activities at every session to include learning objectives for children and they cover a wide variety of experiences. They engage children in conversation during activities to encourage their knowledge and understanding. They often spend time on specific activities to ensure that children achieve. Staff use consistent warmth and gentle, calm voices; they address children clearly and understand their individual needs. They have a sound understanding of the Foundation Stage curriculum and show clearly written observations to support children's progress. These include targets when evaluating children's achievements and show how staff plan for future learning.

Helping children make a positive contribution

The provision is outstanding.

Children have a wide variety of resources and experiences to reflect positive attitudes towards the diversity within society. They have books with pictures of the wider world, they play with dolls of both genders and dolls of different nationalities. They have puppets from other cultures and wear dressing up clothes that reflect other ways of life. Children from different countries attend the pre-school and they are learning English well because staff offer them explanation and time to remember the new words they are learning. Children are learning French with a visiting teacher every week and they take part in different festivals. Children have a variety of music played during the session and they listen to Asian lullabies. Their care is based on Christian ethics and parents are informed.

Children with learning difficulties are fully included and totally supported during the session. All children are learning sign language to ensure that there are opportunities for communicating. The supervisor attends meetings with other providers of care and liaises regularly. There are full documents in place to show all assessments and levels of progress. There are links with professionals to show the guidance and support in place. Parents are entirely happy with the ongoing support and dedication to children's individual needs.

Children behave impeccably during the pre-school session. They listen because staff speak quietly and gently, they respond to staff attentively and follow the clear instructions. Children are named to carry out specifically chosen tasks when tidying up begins and they responsibly complete the tasks. They concentrate during activities by completing their leaf rubbings in detail and by proudly showing how they have threaded many items on one lace. Children are learning to manage their own behaviour and negotiate with each other at times to share items and wait their turn. Children's spiritual, social, moral and cultural development is fostered.

The partnership with parents and carers in respect of the nursery education is good. Parents have trust and confidence in the pre-school. They fully support the supervisor and staff by assisting with special activities, for example, helping to plant the sensory garden. They participate in fund raising events and have regular meetings. Parents enjoy attending several special events during the year when children perform at Christmas, on sports day and other seasonal celebrations. Parents have caringly prepared information in all literature about the pre-school and the prospectus clearly describes the Foundation Stage of learning. Parents communicate verbally with the supervisor every day and there are procedures in place to formally manage any complaints. Parents have good opportunities to provide information about children's development levels when they commence. They have daily sheets to inform them of children's activities during the session and what they can talk about when children return home. Parents have detailed reports of children's progress towards the early learning goals when they leave

the pre-school and they can comment on these and discuss with staff. However, there are no ongoing links with children's progress at home to inform the planning for children's future learning in the pre-school.

Organisation

The organisation is good.

Children's care and the daily management of the pre-school is fully organised and planned. There are thorough systems in place to ensure that staff are checked and suitable to work with children. Full staff information is held and a good level of staff qualified in early years child care are employed. Staff continue to update their training on specific subjects, although first aid training certificates have recently lapsed. Staff show a high level of support for one another and dedication to the children. The pre-school aims are well established and clearly documented, together with the policies and procedures, these form the operational plan for the pre-school. There are specifically detailed folders of action plans to show that recent changes to the provision have been planned and implemented. The evaluation of these improvements has also been thorough and linked with the benefits to children and staff.

The registration certificate is clearly displayed and there is a detailed register which shows children's times of arrival and departure and also identifies children who are staying to the lunch club. All staff are included and timed attendance of visitors. The pre-school maintains a high ratio of staff to children.

The leadership and management in respect of the nursery education is good. There are clear and informative plans in place for children's activities and these show how children will learn. The supervisor has developed an individual system of planning, evaluating and progressing to ensure that children are working towards the Foundation Stage of learning. Staff show a fully collaborative approach to following plans and taking responsibility for children in their group. They observe and note children's achievements, they include targets for future learning, although these are not linked with information from parents. All staff are valued and appraised annually, they often identify their own training needs and use the early years network for accessing relevant training. The provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the provider was asked to obtain parent's prior written permission to seek any emergency medical first aid or advice and to include the times of arrival and departure of all children, staff and visitors. Parents now provide written permission for seeking emergency advice when children first register with the pre-school to ensure their safety. The register now shows when children arrive and leave and if they are staying for lunch club. Staff and visitors are also timed on the premises and this protects children.

At the last education inspection the provider was asked to improve the storage of story books so that children can see the cover and make considered choices and to increase opportunities and resources for children to know about and use everyday technology. Children can choose from books that are well displayed on shelves or on a stand. They happily select books and sit reading from pictures during the inspection. Children can use a calculator in the role play area to increase their recognition of number symbols. They have opportunities to advance their knowledge and understanding of the world by recording their own voices and listening to sounds on the tape recorder.

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):

- ensure that at least one member of staff has a current certificate in first aid training

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):

- ensure that information from parents is used to inform the future planning for children's progress.

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