

Paddington Pre School Stage Two

Inspection report for early years provision

Unique Reference Number 113627

Inspection date 03 October 2007

Inspector Rebecca Elizabeth Khabbazi

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Registered person Jill Budgen

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?

Paddington Preschool Stage Two was registered in 1992. The setting is one of two privately owned preschools that have close links with each other. Stage Two operates from The Old Court House in East Grinstead. Children from the surrounding area attend for the last year of pre-school, before they attend full time education. The setting is open from 9.00 -15:50, Monday to Friday during term time only. Sessions run from 9:00 - 11:50 and 13:00 - 15:50 each day and there is a lunch club from 11:50 - 13:00 every day except Wednesday.

There are currently 34 children aged three to five years old on roll. All children on roll receive funding for nursery education. The preschool supports children with learning difficulties and/or disabilities.

The setting employs ten staff who work with the children. Of these, eight have relevant childcare qualifications and two are currently working towards a qualification. The setting receives support from the local authority through an early years mentor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from the risk of cross-infection and learn to understand simple good hygiene practices when they wash their hands before they eat and after using the toilet. Staff ensure that liquid soap and paper towels are available for children to use. Staff follow careful procedures, such as wiping tables before they are used and clearing up spills straight away, which keeps the environment suitably clean for children's use.

Children benefit from regular meals and snacks. They eat their snack in small groups at the snack bar, and are encouraged to develop healthy eating habits when they try some bread and butter, breadsticks or fruit. Children staying all day bring a packed lunch prepared at home, and enjoy a sociable meal together in the middle of the day. Children have access to water in their own cup throughout the day, which ensures they are well hydrated.

Children take part in regular physical activity both indoors and outdoors that supports the development of their physical skills and contributes to a healthy lifestyle. They enthusiastically take part in an indoor physical play session, learning how to roll a hoop or carefully walking along a beam using their arms to help them balance. Outdoors, children enjoy running around in the fresh air, negotiating the climbing frame or manoeuvring their bike around obstacles.

Children's health is promoted because there are appropriate procedures in place for keeping records of their health needs, any accidents they have and any medication they need to be given, and for ensuring that parents are kept well informed. There is always someone on duty who has a valid first aid certificate and can respond appropriately to minor accidents or injuries.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, suitably maintained environment. They have access to a good variety of toys and play materials that are kept clean and in good condition, which ensures they can play safely. Their risk of accidental injury is minimised as staff have conducted a risk assessment and take precautions, such as fitting covers to electrical sockets and monitoring the temperature of the hot water. Children learn to keep themselves safe when they remember why they mustn't run inside, or when they take part in regular fire practices. Staff are very vigilant about supervising children closely at all times, for instance they always accompany them when they use the facilities in the public areas of the building. However, the risk assessment in relation to the security of the building does not fully reflect current practices.

Children's welfare is safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. There is a comprehensive policy in place that includes procedures for allegations against staff, and all staff have recently completed child protection training.

Helping children achieve well and enjoy what they do

The provision is good.

Children gain confidence quickly at the preschool and become familiar with the daily routines, such as finding their name when they come in. They greet their friends and staff warmly and

are quick to settle to an activity. The session is well balanced, allowing time for individual and group activities, and children are well occupied throughout the day. A good range of activities and experiences are provided that effectively support children's development. Children build good relationships with staff, who interact with them positively, join in with their play and use questioning and explanations well to encourage children's learning.

Nursery education

The quality of teaching and learning is good. Staff have a good understanding of the expectations for children's learning in the Foundation Stage, and are clear about what they want children to learn from the activities provided. Staff make good use of their knowledge of children's interests as a group when they plan activities, and this means children take part enthusiastically and enjoy what they do. However, information about children's individual progress is not yet consistently used to ensure that activities planned also build on what children already know and can do.

Children are keen to communicate and use language well to talk to their friends or share their news and experiences at circle time. They enjoy looking at books and listen attentively to stories, and are able to recognise their name. Children develop pencil control when they practise tracing shapes, but younger children are not always encouraged to write and make marks in everyday play. Children show an interest in number and many count confidently. They use their knowledge to work out whether everyone has the same number of trucks on their train. Children talk about shape and size, comparing objects to work out which is the biggest and which is the smallest, and discovering that one of the tunnels is too small to let the train through.

Children have good opportunities to explore and investigate the world around them. They enthusiastically join a bug hunt in the garden and talk about the insects they find, remembering that a spider has a special oil on its feet so it doesn't get stuck in its web, and that bees collect nectar to make honey. They build purposefully with construction materials and begin to learn about the uses of everyday technology when they have a turn on the preschool computer. Children show pleasure as they play together in the home corner, taking on roles and acting out scenarios from their imaginations and experiences. They express their ideas as they make paper flowers for the wall display or draw a picture with pencils or pens. Children join in with singing sessions enthusiastically, enjoying shaking their arms and legs like a scarecrow or pretending to be a monkey, jumping on the bed.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting and valued as individuals, including those with learning difficulties and/or disabilities, and staff are sensitive and responsive to children's backgrounds and needs. Staff seek appropriate support and guidance from parents and external agencies where required, in order to ensure all children are effectively included. Children begin to learn to value diversity when they talk about their lives and experiences, play with toys that reflect the wider community, and celebrate festivals such as Diwali, Chinese New Year or Christmas. Children's spiritual, moral, social and cultural development is fostered.

Children grow in independence when they spread their own butter on their bread at snack time or carefully pour their own drink. They quickly become familiar with the routines and expectations of the setting, and eagerly find their name to show they have had their turn at the snack bar or help put the play dough away at tidy up time. Staff use cues such as a bell to

make children aware of transitions during the day, for instance when it is nearly time for lunch. They respond quickly when squabbles arise, reminding children that they need to share so that everyone has a turn, and encouraging them to think about their friends' feelings and begin to resolve conflicts between themselves. Children quickly apologise and give a cuddle to their friend. The consistent approach staff take helps children begin to learn to manage their own behaviour and play harmoniously together.

The partnership with parents is good. Parents receive clear information about setting and the Foundation Stage curriculum. Staff are friendly and approachable and ensure they exchange information on a day to day basis so that children experience consistent care. Parents have opportunities to discuss their child's progress and see their records every term, which helps ensure they are involved in their child's learning.

Organisation

The organisation is good.

Effective recruitment procedures ensure that children are cared for by an appropriately qualified and suitably vetted staff team. Good use is made of local training opportunities to ensure staff's skills and knowledge remain up to date. Staff work well together, with clear roles and responsibilities, and good adult to child ratios mean that children are well supported. Clear systems for induction and ongoing communication mean that staff are familiar with the setting's policies and procedures, which helps make sure that they work effectively in practice. All of the required documentation is in place, but complaints procedures are not fully up to date with new requirements.

Leadership and management of the nursery education provision is good. There is a clear commitment to development and improvement, and support and advice is used effectively to improve and update the service provided, leading, for instance, to recent changes in how activity planning is organised. There are some systems in place to monitor and evaluate the quality and effectiveness of the nursery education provision, but these are currently mostly verbal, and are not yet fully developed to ensure any areas for improvement are identified at an early stage.

The preschool day is well organised to ensure children take part in a balance of activities and experiences and are busy and stimulated throughout the session. Resources are arranged to encourage independence, the preschool room is welcoming and there is enough space for play. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting were asked to update their child protection procedures and medication records. The child protection procedure now contains information about how allegations against staff will be dealt with to ensure that appropriate steps to safeguard children are taken if required. Medication sheets now contain all of the necessary detail to ensure an accurate record is maintained. The setting were also asked to make sure that fire drills are recorded, and a system is now in place for keeping a record of each practice that takes place.

At the last inspection of the nursery education provision the setting were asked to extend the opportunities for children to progress in their mathematical development during everyday activities and routines. Staff now ensure they encourage children to practice their skills in meaningful everyday situations, such as snack time, for instance, when they talk about the shape of the plate or count how many cups they need.

The setting were also asked to ensure they extend learning for older and more able children, and record individual assessments and use these to plan for future activities. Staff adapt activities for older children as needed and individual observations of children's progress are maintained. However, this remains an area for further development.

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):

- make sure that the complaints log that is available to parents on request does not contain confidential details
- review and update the risk assessment in relation to the security of the premises

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):

- extend the system for making assessments of children's progress by ensuring that individual next steps are regularly recorded and reviewed for children, and are used to plan activities that build on what children already know and can do
- extend the systems for monitoring and evaluating the quality and effectiveness of the nursery education provision

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