

Pulborough Village Pre-School

Inspection report for early years provision

Unique Reference Number	113665
Inspection date	11 March 2008
Inspector	Lisa Jane Cupples
Setting Address	The Brooks Room, Pulborough Social Centre, Swan View, Pulborough, West Sussex, RH20 2BF
Telephone number	07747394307 or 01798 873279
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Registered person	Pulborough Village Pre-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?

Pulborough Village Pre-School is a privately owned group. It first opened in 1970 and has been running in the current building since 1996. The pre-school operates from one room in the village hall in Pulborough. A maximum of 16 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12:00 and from 13:00 to 15:30 on Monday and Thursday during school term time only. On Friday the pre-school offers a longer session from 09:15 to 13:00, which includes a lunch club for the children due to go to school the following September. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from two to under five years on roll. Of these, 19 children receive funding for early education. Children come from the local area and attend for a variety of sessions. 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 seven members of staff. Of these, six hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a healthy environment because staff implement good hygiene procedures to help prevent the possible spread of infection. For example, tables are cleaned before snack time and a table cloth is used. Staff wash their hands after wiping the youngest children's noses and ensure the tissues are disposed of immediately and staff ensure the good procedures for nappy changing are followed consistently by all. Children learn the importance of good personal hygiene through discussion and daily routines. They are actively encouraged to wash their hands at appropriate times. Children know they wash their hands to 'wash off the germs, so they won't get poorly'.

Children will receive appropriate treatment if an accident occurs on the premises because all of the staff hold current first aid certificates and a fully stocked first aid kit is in place. Staff have a clear understanding of the procedures to follow if an accident occurs on the premises and ensure all the relevant information is recorded. Parental consent and appropriate records are also in place for the administration of all medication. Parents are required to sign the entries when they collect their children to ensure they are fully informed. Staff obtain written parental consent to seek emergency medical treatment or advice, minimising any delays to the treatment of the children in an emergency situation.

Children learn about healthy eating as part of the daily routines. Staff talk to the children about the types of food that are good for them and provide an extensive range of fresh and dried fruit, vegetables and healthy options, such as, bread sticks and crackers. Snack time is used as a social part of the session and staff talk to the children, encouraging the use of good manners. Children collect their name cards and post them as they self-register when they choose to have their snack. The 'canteen style' snack time ensures the session runs smoothly and children's play can come to a natural end before they have a break, as the activities continue around them. Staff find out about the children's allergies, medical and cultural needs through discussion with the parents. The information is recorded in detail and all staff are aware of the children's individual requirements.

Staff ensure all six areas of learning are covered in the outside play areas each week. Children play with dolls and tea sets, making drinks and dressing the dolls appropriately for the cold weather conditions. They use tents and enjoy a wide and varied range of activities outside. Children reap the benefits of the fresh air daily, and if the weather is exceptionally bad staff adapt the curriculum planning and organise indoor physical activities to enable the children to burn off any excess energy. For example, children take part in musical movement, circle games and singing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children reap the benefits of a warm and welcoming play and learning environment. Posters, pictures and the children's work are displayed at their level, providing a stimulating setting and valuing their efforts. Children have access to an extensive range of equipment and resources, suitable for the age and stage of the children attending. The resources are brightly coloured and set out attractively before the children arrive, encouraging them to participate fully in the available activities from the time they arrive. Children have access to a range of multi-cultural

resources everyday as part of the continuous provision, enabling children to begin to make sense of the world around them during free-play and practical activities.

Staff are vigilant and implement safety procedures effectively to protect the children who attend. For example, an alarm is fitted to the entrance door, stair gates are used to prevent the children accessing the kitchen areas and door jams are in place to prevent the children closing the toilet doors on their fingers. All cleaning materials are stored out of the reach of the children and all plug sockets are covered. Staff ensure they are deployed effectively to monitor the children's safety in all areas of the pre-school. For example, as the children free flow in and out of the front play area staff are deployed outside with them, ensuring they are secure at all times.

Children are beginning to learn about keeping themselves safe. They practise regular fire drills and are able to explain what happens in an emergency, showing they are aware of the procedures, promoting their safety. Children take responsibility for keeping their own play environment safe, as they tuck their chairs in when they have finished at an activity and pick up toys that fall to the floor, ensuring other children will not trip over them.

Children's safety is promoted because all staff have a very clear understanding of the child protection procedures and have attended training to ensure their knowledge and understanding is up-to-date. Staff are able to recognise the possible signs and symptoms of abuse and all staff know the contact numbers for the Local Safeguarding Children Board. The settings policies and procedures are shared with parents, ensuring they are aware of the staff team's responsibilities towards protecting their children. Staff ensure all pre-existing injuries and incidents are recorded. All staff are vetted, although no systems are currently in place to monitor the ongoing suitability of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy and settle quickly on arrival. They laugh and joke with the staff team and their peers, confidently choosing activities after hanging up their coats and bags. Children benefit from well balanced range of experiences because the whole staff team fully understand the Birth to three matters framework. As a result, the youngest children in the group work alongside their peers and staff differentiate the activities effectively, ensuring all the children gain the most from the provided opportunities. For example, younger children are supported to hold pens and pencils correctly and older more able children are encouraged to write their names on their pictures, ensuring they reach their full potential.

Nursery Education

The quality of teaching and learning are good. Staff have an exceptionally good knowledge and understanding of the Foundation Stage and the stepping stones. Children are making good progress towards the early learning goals in all six areas of learning. Staff spend time during the sessions observing the children's achievements and identifying the children's next steps. The information gathered is then used to inform the short term curriculum planning, ensuring the children's individual needs are being met at the right time for them. Staff are skilled at differentiating the activities to ensure all children are sufficiently challenged during their time at the setting. For example, a wide range of puzzles are set up and staff support and assist the children when necessary, and offer advice about how the pieces might fit together for the

older, more able children. When children manage to complete the puzzles unaided they show a real sense of achievement, often going to tell other children or staff what they have done.

Staff use the curriculum planning to ensure they are fully aware of the planned learning intentions for each session. This enables them to make the most of incidental learning opportunities and extend the children's learning throughout the session, as well as during more focused activities. Staff effectively question the children, encouraging them to think about what they are trying to achieve. They talk to the children about the best way to secure the wheels to their 'Big Builder' models. They ask the children which containers will hold the most water in the water tray and encourage them to experiment, seeing if they have guessed correctly. Children benefit greatly from the good interaction from the staff team. At times it is difficult to see where the adults are because they are all working at the children's level, participating fully in the activities and engaging the children in purposeful conversation.

Children separate easily from their carers and are keen to start playing as soon as they arrive. Children self-register and show high levels of independence during the sessions, as they choose the activities, put on aprons, wash their hands and select resources. Children are beginning to take responsibility for their learning environment and the resources they use. For example, children remind each other to put the pen lids back on so they do not dry up and other children can use them. Children have a clear understanding of the routines and know exactly what will happen next. They understand the rules of the group and staff are working on encouraging the children to work out their own disputes, facilitating discussions as the children begin to compromise, ensuring everyone is treated fairly. For example, children agree the length of time at the water tray, when other children are waiting.

Children have many opportunities to practise their emergent writing skills. They use pens and pencils with control, as they attempt to write their names on their pictures. Children make lists, write messages and older children are beginning to add simple captions to their work with support from staff. Children handle books correctly and are beginning to pretend to read stories to each other, following the pictures or recalling their favourite stories from memory. They understand that text has meaning and older children are able to recognise labels around the room. Children use mathematical language to describe size, shape, position and quantity during free-play. They count everyday objects with confidence and ease and recognise numerals around the walls and during games, such as, number fishing in the water tray.

Staff ensure the children's ideas and suggestions are followed through and make the most of incidental learning opportunities. For example, the heavy rain during the session caused the drain pipes outside the pre-school to overflow. The children asked where the water goes, so staff put the children's coats on and took them outside to watch the rain running off the rooftops into the drains, helping the children to begin to understand simple procedures that are part of their everyday lives. Children have access to a computer to develop their skills, although this is not provided regularly, to enable the children to consolidate their learning through repetition and practise.

Children use their imaginations well during miniature world play. They create characters and make up stories as they negotiate roles and become engrossed in their own stories. Staff facilitate this play exceptionally well, knowing when to stand back and let the play develop naturally and when to offer gentle guidance, without interrupting the flow of their stories. As a result, children often ask the adults in the setting to join in with their play, knowing they will be able to make suggestions and they will be listened to and valued. Children are able to express themselves creatively throughout the sessions. They paint with brushes and stamps, their hands

and other tools as they experiment with the resources. Staff are skilled at allowing the children to create their own ideas and give them time to explore the materials as they learn about the properties and different techniques. Children confidently sing a range of songs from memory and match the actions to rhymes during large group activities. They suggest songs enthusiastically and staff accommodate their choices, valuing their contributions. Children move with control and imagination during musical movement and enjoy using equipment, such as, ribbons as they make shapes and patterns when they move.

Helping children make a positive contribution

The provision is good.

The children's social, moral, spiritual and cultural development is fostered. Staff have a very good understanding of equal opportunities and ensure all children have equal access to the resources and the staff teams time and attention. Posters and pictures reflecting a diverse society are displayed at the children's height around the room, helping the children to begin to develop an understanding of the world around them. Staff are able to provide an extensive range of activities to reflect the children's interests because they take the time to get to know the children and their families well. Children are beginning to develop an understanding of the world around them through planned topics and themes. For example, children take part in food tasting activities, dress-up in costumes from around the world and celebrate different cultural festivals, such as, Divali, Chinese New Year and Hanukkah. They also celebrate other occasions, such as, Christmas, Easter and Saint Patrick's Day.

Children with learning difficulties and/or disabilities and those who speak English as an additional language are supported exceptionally well in the setting. Staff work closely with the parents and have developed strong links with other agencies to ensure all the children's needs are being met in the best possible way. Children behave exceptionally well because the staff team implement the clear rules and boundaries consistently; therefore the children know exactly what is expected of them. Staff take the time to give clear explanations to the children, so they can see they have been treated fairly, for example, reminding the children to use aprons at the water tray to keep their clothes dry and to share and take turns. Staff are positive role models and recognise the children's efforts, building on their positive behaviour through praise and encouragement. For example, staff thank the children for being helpful or for remembering to use their manners at snack time. As a result, children are keen and eager to please the staff, developing a strong sense of right and wrong.

Children benefit greatly from the clear and open lines of communication between their parents and the staff team. Parents are able to talk to the staff at any time and find the staff team friendly and approachable. Information is shared openly at the beginning and end of each session and the key workers are always available to speak to parents in depth if required. Parents have access to their children's records and receive newsletters, helping to keep them informed about the setting and forthcoming events. Good use is made of the notice boards and parents have access to the settings policies and procedures, although the contact details for Ofsted are incorrect at this time.

The partnership with parents of children who receive funding for early education is good. Parents receive a detailed prospectus outlining the aims and objectives of the pre-school. It includes clear information about the Foundation Stage and stepping stones, helping them to understand how the staff plan for their children's individual needs within the group. The curriculum planning is displayed, helping the parents to become involved in their children's learning and parents are able to see their children's progress records at any time. They receive

written summaries about their children's progress, helping to keep them informed and they are able to make written contributions to the records about their children's learning at home, strengthening the links between the pre-school and their home life effectively.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children's safety is promoted effectively because the owners implement robust recruitment and vetting procedures to ensure all appointed staff are suitable to work with the children. However, there are currently no systems in place to monitor the ongoing suitability of the staff team. The owners actively encourage staff to attend training events to ensure their working practice is up-to-date and remains fresh. Staff complete self-assessments annually and identify their own training needs as part of the appraisal system. The owners monitor staff performance and contribution to the setting during their time in the sessions, observing staff interaction and the quality of the activities provided.

Staff arrive early and discuss the overall aims of the session while they are setting up, ensuring they are all aware of the intended learning outcomes. The sessions run smoothly because staff are extremely well organised and staff deployment is effective, ensuring the children are fully supported and well supervised at all times. The daily attendance register is accurate and well-maintained, including the children's full names and times of arrival and departure. Children's health safety and general well-being is promoted because the owners and the staff team have a very clear understanding of the inspection process and the requirements of registration.

The leadership and management of the setting are good. The pre-school is owned by three partners who all play an active role in the setting. Clear roles and responsibilities are defined, ensuring the sessions work effectively. The well established staff team work together exceptionally well and the good communication works for the benefit of the children. The key workers share information openly about their key children's needs, ensuring all staff working with the children are fully aware of their stage of learning and development. Staff evaluate the overall sessions everyday and discuss the outcome at the end of each week. However, the evaluations do not show if the planned learning intentions have been met by the children, limiting the staff team's ability to monitor the effectiveness of the curriculum and its delivery. The whole staff team continue to train to refresh their ideas and develop their personal skills as they strive to continually improve the care and education of all children.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure all future serious accidents and incidents are referred to Ofsted. They were also asked to make sure there is information about infectious diseases to refer to. The policies have been reviewed and updated and procedures are in place to ensure Ofsted will be informed if any serious accidents or incidents occur in the future. Posters detailing the symptoms, incubation times and exclusion periods of infectious diseases are now displayed in the setting for information, ensuring the staff and parents are informed.

At the last nursery education inspection the setting was asked to increase the challenge for more able children by encouraging them to write their own labels for displays. Children often write the captions for wall displays and older children are assisted to write simple captions on

their own pictures with the support of staff, providing appropriate challenges for the more able children in the setting.

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 ensure the correct contact details for Ofsted are available for parents
- develop and implement procedures to monitor the ongoing suitability of staff.

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):

- provide regular opportunities for children to access the computer, developing their understanding of everyday technology
- evaluate the activities to ensure the planned learning intentions are being met.

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