

# Freshfields Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	127198
<b>Inspection date</b>	24 January 2008
<b>Inspector</b>	Cilla Rachel Mullane

<b>Setting Address</b>	Sandwich Road, Whitfield, Dover, Kent, CT16 3LY
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<b>Registered person</b>	Gillian Anne Jarvie
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	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](http://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?

Freshfields Pre-school opened in 1999. It operates from the village hall in Whitfield, near Dover, Kent. The pre-school has access to a hall, toilets and an outside area. The pre-school serves the local area and surrounding villages.

There are currently 63 children on roll. This includes 44 three and four year olds in receipt of nursery education funding.

The pre-school opens five days a week, term time only. Sessions last from 09.00 to 12.00, Monday to Friday, and Monday, Tuesday and Wednesday afternoons from 12.30 to 15.00. Children attend a variety of sessions each week.

The pre-school has experience caring for children with special needs and children speaking English as an additional language.

There are six staff members who work with the children, five of whom hold an early years qualification, and all regularly attend short courses. The group receives support from a Early Years Advisor.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children learn about health and hygiene through the daily routine; for example, children know when they need to wash their hands. Parents are informed of infectious diseases within the pre-school: for example, conjunctivitis. Planned activities help children learn about personal hygiene: for example, they bathed dolls and talked about why they need to be clean. Staff employ hygienic procedures to help protect the children from the spread of infection: they clean the surfaces with anti-bacterial spray, and use disposable gloves for nappy changing. All staff have first aid qualifications, so have the knowledge to care for children well in an emergency.

Children learn about healthy eating at snack time, choosing healthy snacks such as fruit. They know what food is good for them, for example, during a story about Old MacDonald they discussed the fact that apples and carrots made them strong. Drinking water is available to the children at all times, and they frequently visit the table to pour glasses of water during physical activities, keeping their bodies hydrated.

In poor weather there are limited opportunities for children to engage in boisterous activities outside, but staff compensate for this by planning daily activities which enable children to use their large muscle groups. Children are challenged by obstacle courses, they balance on beams and stilts, they develop coordination and spatial awareness when riding trikes, and gain confidence climbing and jumping from the climbing frame. Children have access to a good range of smaller equipment which they use with developing control; for example, scissors and pasta for threading.

### Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff work hard to make the environment inviting, setting up a good variety of toys and equipment, and learning opportunities daily. They give thought to the layout of the room, so children have access to clear areas for the different areas of learning: for example, a maths table, book corner and role play area are always available. Resources are plentiful, and staff ensure through good planning that children experience a wide variety encompassing all areas of learning. The outside area becomes muddy, and so can only be used in good weather, which limits children's ability to play in the fresh air.

Children are generally safe within the setting, because staff are vigilant, supervise activities such as the climbing frame carefully, and carry out risk assessments. Staff are positioned at the door during arrivals and departures, keeping children safe. However, the water in the washbasins sometimes becomes very hot, and low bolts in the toilet cubicles could result in a child locking themselves inside. The record of accidents includes a good amount of detail, but sometimes staff omit the injured child's name, which has the potential to compromise their care.

Staff regularly update their knowledge of child protection issues and procedures, so they have up to date knowledge, and information to hand for reference. Therefore children who may be at risk would be cared for appropriately. Furthermore, they are guided by a comprehensive safeguarding children policy.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Staff have developed strong relationships with the children, so they are secure and confident. Children are really well motivated, interested, confident and ready to learn. Children have a range of toys and equipment set out for them daily, and staff have made an album of toys and equipment available that so two children a day have the opportunity to choose activities. Children each have a key worker who uses either the Birth to three matters framework or the Foundation Stage curriculum guidance to promote positive outcomes for their assigned children.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a good knowledge of the Curriculum Guidance for the Foundation Stage. Children take part in and enjoy a good range of planned activities and play experiences. Children learn independently by persevering and concentrating, for example, when sticking boxes together during junk modelling. At other times adults skilfully support their play, and help them to learn new skills.

Staff display a good knowledge of individual children's abilities, and use effective teaching techniques to support their learning. The planning of activities is meeting the needs of individual children. Their intended next steps are identified from observations, and are then fed into the planning. Weekly plans clearly show staff which activities are planned for which children to help them make progress, and develop and practise skills.

Adults appropriately support the activities, and are skilled at talking to children, asking questions to make them think, and extending their learning. They are good at responding to children's interests, for example, a staff member responded to a child's interest in seeds by bringing some in the next day to grow. Adults are adept at giving children confidence to persevere and try, for example, they praise and encourage children's attempts to pedal bikes.

Children link sounds and letters when recognising and attempting to write their names, and staff help them to discuss letter sounds and different words which begin with that letter during supported play; however, this is not always done consistently, or in a developmentally appropriate way.

As a result of good teaching, children are making good progress towards the early learning goals.

Children are starting to act independently because they have many opportunities to practise self help skills. For example, they are encouraged to try to put their own coats on, and they pour drinks and spoon food onto their plates at snack time. They are making friends, chatting together at snack time, and are confident in their interactions with adults. Children's communication, language and literacy skills are developing well. Children are able to select from a range of books, and gain pleasure from cuddling up with staff for stories in the inviting book area. They have developed good listening skills, and speak clearly and confidently, for example, when making up a story about Old Macdonald. Staff draw children's attention to print, and help children to label their work, so children are starting to understand that print carries meaning. Children have opportunities to mark-make and write, as a range of writing implements are available to them.

Staff frequently include mathematical language into conversation. Children can count up to ten and beyond, and count spontaneously, such as working out how many girls and boys are

present at snack time. They learn about simple calculating, such as counting three horse shoes, and thinking about how many more a horse would need. They use their imaginations in the role play area, paying with real money in the supermarket, and pretending to be firemen or hairdressers.

### **Helping children make a positive contribution**

The provision is good.

Staff know the children very well, and are therefore able to plan activities which help individual children make progress. Positive images are reflected in the environment; for example, in books and non stereotypical dressing up clothes. Children learn about their local community, for example, by looking at a map of the village, and photographs of local landmarks. Children's knowledge and understanding of the world is enriched by activities such as making a recycling centre.

There are strong systems in place within the pre-school to support children with learning difficulties and disabilities. Staff invited a speech and language therapist to talk to the staff group about identifying causes for concern and making referrals. Consequently children are cared for with knowledge and understanding. Good links are established with other professionals, who provide advice and support, and this ensures that that staff work consistently with the children to help them progress.

Behaviour management strategies are positive, and as a result children's behaviour is mostly good. Children are rewarded with a stamp which makes a pattern on their hands, and they are keen to be helpful or kind in order to get their hand stamped. Praise and encouragement are used to good effect to give children confidence to try new skills, such as pedalling a bike, or labelling a picture with their name. Children are learning to take turns, for example, when two children a day are invited to select activities from a book of resources.

Partnership with parents is good. Parents receive good information about the setting, the policies and procedures, and the Foundation Stage and six areas of learning in their information pack. They are informed about activities because plans are displayed, along with the aims of the week. When a new child starts, parents are invited to contribute information about their child abilities and preferences, so that staff can offer individual care. Parents are very happy with the pre-school, and confirmed they were able to stay and settle their children. They value the children's contact books, which give information about activities, and give them ideas of activities to continue at home. Although they are aware that a folder is kept with observations of their child and details of his/her progress, they do not see these until the child leaves the setting.

Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

The nursery meets the needs of the range of children for whom care and education are provided.

The organisation, pace and routine of the sessions meet the needs of the children. A warning is given for 'tidy up time', which enables children to complete what they are doing. Children work at their own pace, have a choice of meaningful activities, spend limited time in large groups, and do not waste time and become frustrated from queuing and waiting. A good staff

ratio enables staff to offer children one-to-one support when children need this. The majority of the staff hold childcare qualifications, and all attend short courses such as 'Wellbeing and involvement', 'the environment as the third teacher' and 'behaviour management'. Therefore children are cared for and taught by knowledgeable practitioners. Staff are deployed effectively: they are aware of their individual duties, which makes the session run smoothly.

Most documentation requires for the smooth running of the setting is thorough and clear (with the exception of the accident record). Children's and staffs' records are well organised and thorough, and the certificate of registration is displayed appropriately.

The quality of leadership and management is good. Good systems are in place to ensure communication takes place between staff, for example, through formal meetings which are professionally recorded, and daily discussions. This helps to ensure that staff work with the children consistently. Good systems are in place to monitor, review, and evaluate the care and education of the children. For example, the action plans in the self evaluation folder show that the staff reflect on the effectiveness of the provision, identify areas for change and improvement, and then take appropriate action to enhance the care and education of the children. For example, the book corner has been improved, and as a result children make better use of this area. Also a 'parents' assessment sheet' has been introduced to help staff have a better idea of the new children's abilities. In-house training days are used constructively to improve staffs' knowledge and practice: they have reviewed policies and procedures, and looked at the new Early Years Foundation Stage (EYFS) document.

### **Improvements since the last inspection**

At the last inspection of the care offered by the pre-school, it was recommended that the safety of the children be improved by updating the child protection procedure. Children are protected because this procedure now reflects local guidance. It was agreed that the setting improve practices to prevent the spread of infection when children are using the toilet. Hygienic procedures are in place, so the spread of infection is effectively limited. Lastly it was agreed that staff have regard for the Code of Practice for the identification and assessment of learning difficulties and disabilities. A trained member of staff now oversees the care of these children.

At the last inspection of nursery education the setting was asked to consider more training for less experienced staff. All staff attend short courses, and children directly benefit from their up to date knowledge.

### **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):

- ensure that the accident record includes sufficient detail
- ensure that the temperature of the water in the hand wash basins is safe, and ensure that children cannot lock themselves in the toilet cubicles.

#### 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 the teaching of phonics
- share children's folders with parents.

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](http://www.ofsted.gov.uk)