

Peacock Pre-School

Inspection report for early years provision

Unique Reference Number	143513
Inspection date	10 July 2007
Inspector	Alison Jane Williams
Setting Address	15 Birkdale Avenue, Drayton, Portsmouth, Hampshire, PO6 1EY
Telephone number	02392790017
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Registered person	Naval Under Fives
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?

Peacock Pre-School has been registered since the mid 70's and the group is one of eight pre-school provisions which are run under the management of the Naval Under Fives. The pre-school operates from a converted house in the residential area of Drayton, which is on the outskirts of the city of Portsmouth, in Hampshire. The pre-school has sole use of the premises and children have access to three rooms, which are used for various activities and a fully enclosed outside play area.

The pre-school primarily serves children from the local naval community, although they also welcome children from the surrounding area. The pre-school offers appropriate support to children who have learning difficulties and/or disabilities and English as an additional language.

The pre-school is open Monday to Friday during school term times. Sessions are from 9.15 until 11.45 and 12:30 until 15:00, every afternoon except Wednesday. Children are able to attend for a variety of sessions. It is the group's policy to accept children from the age of two years nine months. There are currently 32 children on roll; of these 28 children are in receipt of funding for nursery education.

There are five members of staff who work directly with the children, four of whom are qualified to National Vocational Qualification level 2 or 3 in early years. All staff attend in service training to regularly update their knowledge of childcare practice and the pre-school receives support visits from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are assured of receiving immediate treatment in the event of an accident, as all staff have completed appropriate training in first aid and a well stocked first aid box is maintained. Accidents and incidents are recorded and parents are required to sign to acknowledge the entries. Although, the information written by staff is not always clear or detailed enough, to ensure parents are fully informed and an accurate record is maintained. Staff implement hygiene procedures and daily cleaning routines effectively. For example, the floors and toilets are cleaned every day and surfaces where food is prepared and eaten are wiped thoroughly with an anti-bacterial solution. Children are asked to remove outdoor footwear and put on their slippers, helping to ensure the pre-school is a very clean and healthy environment. Children are encouraged in independent toileting as child size toilets and a low level sink are provided, so they can access the facilities easily. By using liquid soap and hot air dryers, the spread of infection is minimised. Children know they should wash their hands before eating and after toileting and are learning about the importance of personal hygiene through consistent daily routines and discussion. For example, staff encourage them to put their hands over mouths when coughing and to throw their tissues into the bin, to stop germs from spreading.

Children's special dietary or religious requirements and allergies are clearly displayed for staff to ensure their individual needs are met and respected at all times when snacks are provided. Parents are kept informed of when food tasting sessions are planned and when new items are introduced to the snack menu, so their wishes can be taken into account. Children are provided with a range of healthy and nutritious snack options such as raisins, cheese spread and crackers, breadsticks, melon and bananas. They can have cartons of milk, or water to drink at snack time and can help themselves to drinking water across the session. As they sit together, staff promote children's social skills and good manners and help children to learn about healthy eating, as they talk about which types of food they like to eat and which foods are good for them.

Children enjoy a wide range of energetic physical activities, which contribute to their good health and physical development. They have daily opportunities to exercise and play outside, to help them gain a knowledge and awareness of their own bodies and build up confidence in themselves. They have access to an enclosed outside play area with a wide range of physical play apparatus such as a trampoline, climbing frames, slides and a parachute, which help to develop their co-ordination and gross motor skills. Children also participate in special events, which help promote their awareness of the importance of a healthy life style such as the annual sports day and charity walk in aid of Banardos.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well protected because staff are able to recognise the possible signs and symptoms of abuse and neglect and have a clear understanding of the procedures to follow if concerns are identified. They have all attended child protection courses and regularly update their

training, helping to keep children safeguarded. Detailed child protection policies and procedures are in place and these are shared with parents, to ensure they are aware of the setting's responsibilities.

Children benefit from a very safe and secure environment. Comprehensive health and safety policies and procedures and detailed written risk assessments are in place, ensuring staff are fully aware of their individual roles and responsibilities towards the safety of the children. They undertake daily checks on the premises and outside play area. For example, to ensure the fire exits are clear, cleaning fluids are stored away, the premises are secure and that all areas and resources accessed by the children are safe and free of potential hazards. Children benefit because they are able to move confidently and safely around the inside and outside areas and good use of space allows them the freedom to independently access the various areas, including the toilets. Children benefit from using a broad range of toys, resources and play equipment daily, which are suitable for their ages and stages of development. Equipment and resources are stored at a low-level, enabling children to access them easily, freely and safely, developing their independence and freedom of choice effectively. The pre-school provides a stimulating, welcoming and child-friendly environment. All areas of the setting are very clean, bright and well maintained. Many examples of the children's work and photographs are displayed brightly and useful information to support the children, their parents and the staff is displayed around the walls and in the entrance area, making children, families and visitors all feel very welcome.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a wide and varied range of activities and experiences provided for them during their time at the pre-school. They benefit greatly from attending the provision, which provides them with a caring and supportive environment in which they begin their early learning. They separate easily from their parents and carers, as they are met at the door and greeted warmly on their arrival. They enter the provision smiling and are pleased to see staff and other children. They eagerly find their own coat pegs and self register and settle quickly into the familiar daily routines. Children are assisted as necessary and continually praised and encouraged, helping them to develop confidence and learn new skills. The effective implementation of a key worker system, ensures continuity of care for all children and develops strong bonds between staff, children and their families. Staff's interactions with children are kind and sensitive, helping them to develop a strong sense of self assurance and belonging to the group. Staff are knowledgeable about child development and know when to intervene and when to allow play to develop naturally. They have a clear understanding of how children develop and provide an interesting and stimulating environment in which children play and learn. Consequently, children are extremely happy and have a wonderful time.

Nursery Education

The quality of teaching and learning is good.

Staff have a secure knowledge of the Foundation Stage and early learning goals and they work together effectively to plan the nursery education programme. An extensive range of well organised purposeful activities are provided to occupy and engage the children. Children make good progress towards the early learning goals, because staff make the most of incidental learning opportunities throughout the session and activities are provided to extend children's learning and development in all six areas of learning. Staff complete children's baseline assessment to show their initial starting points when they first attend and again in the summer

term before they leave to go to school. However, a system to assess children's on going development has not yet been introduced, which means it is not always easy to identify how much progress individual children have made since attending the setting. The key workers observe and keep notes on children's achievements and they identify the children's next steps in their learning. This enables staff to plan activities which are aimed at their level of understanding and are differentiated to ensure their individual needs are being met. Staff participate fully and enthusiastically and use open-ended questions well, to extend the children's learning and experiences. Children are able to ask questions to learn more, repeat activities and tasks to consolidate their learning and enjoy attention and conversation with staff and their peers. Children are encouraged to join in fully with all aspects of the session and they receive excellent supervision and support.

Children's spoken language is developing well, they are able to clearly explain their ideas and express their feelings and their vocabulary is developing well as staff introduce them to new words such as melon and Cobra, at every opportunity. Children listen carefully, to each other and the staff, not interrupting or talking at the same time. They are given time to think about what they would like to say and are encouraged to take part in discussions, talking confidently about themselves and their families. Children make good use of the book corner, they select books and talk to staff about which are their favourite stories. They handle the books correctly and carefully, turning the pages and holding them the right way up. Children enjoy listening to stories and staff ask them questions, helping them to recall what has happened and asking them to predict what is going to happen next. Enabling children to develop an awareness of how stories are structured and teaching them to recognise the beginning, middle and end of familiar stories. Their understanding of letters, sounds and numbers is extended in group discussions about the day, the month and the weather, as staff make good use of these opportunities to encourage them to identify and recognise words and numbers.

Children sing many songs with numbers and join in with confidence with number rhymes such as 'Ten Fat Sausages' and 'Five Little Speckled Frogs'. They show an interest in numbers and counting and staff encourage the children to count using one to one correspondence throughout the day. Children count with confidence to at least 10, the number of cups, plates, crackers, raisins and spots on a dice. Staff are beginning to introduce simple addition and subtraction, talking about more or less children and bringing to few or too many cups and plates to the snack table. Children say and use numbers all the time during their play, talking about their ages, how many times they have done something or how many items they have and when all the raisins are eaten children talk about having nothing, zero or none. They are beginning to recognise and recreate simple patterns as they use peg boards and thread beads onto laces, as staff make patterns and encourage the children copy them. Children are developing their understanding of weight, size and measure, through practice activities such as floating and sinking objects in water and weighing out cookery ingredients.

Children are developing a good sense of time. They fully understand the routines of the session and are able to recall past events and talk about recent activities. They are beginning to use terms such as today, tomorrow and this afternoon. Children enjoy using the computer regularly to enhance their learning, which enables them to develop their skills effectively. They are becoming familiar with the keyboard and are gaining good control of the mouse, as they access a varied range of age appropriate soft ware. Children have ample opportunities to investigate and explore the world around them. For example, they enjoy going for nature walks to collect leaves and observe the trees through the seasons. They investigate the lifecycle of butterflies and watch them change from caterpillars, to cocoons and then to butterflies and can identify different things about them. For example, through discussion and observations using a

magnifying glass they are able to recall what they eat, what colours they are and how many legs they have. Children learn about differences and similarities through discussion and planned activities. For example, they are measured and discuss their different heights, they look in the mirror and observe their eye, hair and skin colours. They record this information on charts and these are displayed on the walls, together with the self portraits they have drawn.

Children are extremely confident to try new activities and eager to participate fully with all aspects of the session. They show high levels of independence and are developing excellent self care skills. For example, they help themselves to drink water across the session, wash and dry their hands, wipe their noses, self select toys and equipment and explain their ideas to staff and children. They listen well and are able to follow simple instructions with ease and to concentrate and sit quietly when appropriate. Children are keen and eager to learn, they participate fully in the wide range of activities provided. They are confident to suggest ideas and speak in familiar situations. For example, they share their own experiences talking openly about their families and holidays. They are able to explain what will happen next as they use a visual time line across the session and bring items in from home to share with the group and display on the interest table. Children have a very good awareness of the boundaries set and behaviour expectations within the setting. They understand group rules such as, they must tidy the toys, be kind to each other, take care of the books, listen to each other and walk inside. They share things fairly and take turns patiently. For example, while playing the 'Snail Pace Race' board game and to use the computer.

Children have many opportunities to develop their imaginations well, they take part in role play, pretending to go to the beach, for picnics, barbeques and camping. Staff are effective in extending children's imaginative play, fully participate in their role play and involving the children in discussion about their own lives and experiences. Children's work is brightly displayed around the walls, helping them feel a valued member of the group. They are able to choose the materials they want to use during art and craft activities, developing their independence and freedom of choice. Children enjoy taking part in many creative and messy activities and they are able to recognise and name a wide range of colours. They learn through their senses about the basic properties of solids and liquids as they play at the sand and water trays and create recognisable models with play dough. Children have ample opportunities to build and design their own ideas using a wide range of resources. They design and make imaginative items with various construction sets and models such as cars and boats from recycled materials. They use tools independently such as play dough cutters, paint brushes, glue sticks and scissors. They sing songs and nursery rhymes from memory and they have opportunities to use a range of musical instruments.

Children are developing good spatial awareness as they find their own space easily at registration and story time, they are able to sit in a circle and manoeuvre around the each other with ease during physical activities. They have ample opportunities to develop their gross motor skills as they play running games and circle games and join in enthusiastically with action songs. Children's hand eye co-ordination is developing well through the use of various sports equipment such as bats, balls, hoops and bean bags and they are developing their fine motor skills, as they complete a range of wooden puzzles, thread beads onto laces and fit coloured pegs into boards.

Helping children make a positive contribution

The provision is good.

Children and their families are welcomed into the pre-school. Clear policies and procedures are in place for equal opportunities and inclusion and staff work well to implement these in their

daily practice. Staff make time to talk to parents and establish children's likes and dislikes, when they first attend and new children all have a settling in period according to their individual needs. Children are encouraged to make decisions for themselves and develop a sense of responsibility, enabling them to play a full and active part in the pre-school. For example, they self select toys and equipment, help to pack away resources and take turns to be the snack time helpers. Children are valued as individuals and information is obtained through discussion and registration procedures to ensure all staff are aware of children's individual needs and requirements. Children's spiritual, moral, social and cultural development is fostered. They see lots of positive images of diversity displayed throughout the setting and have access to a good range of resources that promote equality of opportunity and anti-discriminatory practice. They explore the world around them and learn about other countries through discussions and topic work. For example, during a topic on India, children take part in a food tasting session and try new tastes such as Poppadums and Nan bread and while visiting Fort Nelson, they are able to explore the tunnels, try on military uniforms and learn about the history of their local area. The setting have established close links with Solent Infant School. Children are taken to visit the school during the summer term, where they are invited to take part in story sessions and they can wear their new school uniforms. Displayed within the pre-school are photographs of the school environment and the reception teachers and staff encourage the children to talk about starting school and share any concerns they may have, helping to make the transition to big school feel less daunting.

The special needs co-ordinator has attended relevant training to enable her to have a clear understanding of her role and responsibilities. Sound systems are in place to support children and their families and the setting have built close links with other agencies, seeking support and advice when necessary. Children's individual needs are being met because staff have detailed discussion with parents and clearly record relevant information relating to children's specific needs, to enable them to develop individual educational plans, to support children with learning difficulties and/or disabilities with their learning and development.

Children know exactly what is expected of them because clear rules and boundaries are in place. They display high levels of confidence and self-esteem and respond extremely well to the continual praise and encouragement from staff. Special stickers and stamps are used to reward children for good deeds and behaviour such as tidying up, sharing, being kind. Staff are positive role models, dealing with behaviour calmly and consistently when issues do arise. They are effective in the way in which they manage children's behaviour, helping them to think about their actions and how this might affect other people. Children are developing a clear understanding of what is right and wrong, which impacts on their behaviour and the relationships they build with one another. Consequently, their behaviour is extremely good, they play together harmoniously and they are well mannered and polite. They share and take turns well and they are encouraged to negotiate with one another in finding solutions when issues arise.

Children benefit greatly from the friendly and informal relationships staff develop with their parents and carers. Parents are encouraged to be actively involved in the group by volunteering for the parent rota and helping out during the sessions. Staff take the time to get to know each child and their family well and information is exchanged daily, before and after each session. Parents receive essential information about the provision when their children enrol, in a detailed parents pack. They are kept well informed about the provision via the parents' notice board and regular new letters and each parent receives a copy of the pre-schools many policies and procedures. The welcome area in the entrance is used effectively to display relevant information about the setting such as current topics/themes, opening times and a list of the children's key workers, together with their photographs and training certificates.

The partnership with parents of children who are in receipt of funding for nursery education is good.

Parents are kept well informed about their children's progress and staff encourage their involvement in their children's learning. Each child has a named key worker and parents are able to discuss their children's ongoing progress with them at any time. Key workers carry out observations and keep informal records, which enable them to share children's progress with their parents and to plan for their on going learning. Parents are kept informed about topics/themes through regular newsletters. Activity plans are display on the notice board and additional information is on the walls around the setting on the activities provided at pre-school. These link the different activities with six areas of learning but do not included information on the stepping stones the children are working towards. Children's individual folders, containing their baseline assessments, photographs and examples of their work are sent home every half term. Parents are involved in the initial assessment of their child and are encouraged to add comments to their children's records, to enable them to contribute to their child's learning. Parents receive detailed information about the setting, including the group's aims and objectives and appropriate information about the Foundation Stage and the when their children first enrol.

Organisation

The organisation is good.

Children are safe and well cared for because thorough procedures are in place for the recruitment and vetting of staff. New staff complete an induction programme and a probationary period. They are provided with written job descriptions and they sign to confirm they have read and understand the setting's policies and procedures, which ensures their roles, responsibilities and duties are clearly defined. The ratios are maintained at all times and staff deployment is effective, enabling staff to provide high quality support and supervision for all children. Children are able to move freely from one activity to another, never having to wait around, as the daily routines are planned effectively, the sessions are organised well and run smoothly. Children are fully occupied and stimulated throughout the day, which has a very positive effect on behaviour. All the required paperwork and documentation which contributes to children's health, safety and well-being are in place and have been maintained to a high standard, with a minor area identified for improvement. The provision meets the needs of the range of children for whom it provides.

The leadership and management of the setting is good.

Children benefit from a relaxed, well organised, child centred environment and their independence, confidence and self-esteem are extremely well promoted. Staff are enthusiastic, motivated and committed to improving the quality of care and nursery education for all children. They share ideas and practices and are a consistent team offering security and familiarisation to the children. Staff work together to plan the curriculum, ensuring they are all fully conversant with the overall objectives of the whole curriculum and a well-balanced programme is provided for the children. There is a high commitment to training and development and staff have attended courses and workshops to increase their knowledge and understanding in a variety of areas and develop their skills, to enable them to provide enhanced opportunities for children. The informal notes and observation made by the key workers and the staff team's ability to understand children's individual needs, helps to ensure children are provided with many play and learning opportunities to enable them to make good progress towards the early learning goals. Although, documentation to track children's progress through the stepping stones is

being developed, to enable staff to build on what children already know and ensure they receive sufficient challenge across all aspects of the session.

Improvements since the last inspection

At the last inspection the setting was asked to ensure the visitors book and the fire log book are maintained with the required details and this recommendation has been fully addressed. A separate signing in book for visitors is maintained and this has been updated to include visitors contact details, to enable staff to contact all visitors to the setting, should the need arise. The fire log now contains the names of all children and staff present during a fire drill and how long it takes to evacuate the premises safely, helping to ensure all adults and children know the procedures to follow in the event of an emergency and staff are able to evaluate the evacuation procedures.

Nursery Education

The setting was asked to further enhance the information given to parents about the activities children are engaging in to support the topics they are studying. Including the expected learning children will gain through such activities, so parents can become involved with their children's learning at home if they wish. Activity plans, including information on the six areas of learning are now displayed on the parents' notice board and further information about the learning objective for the different areas in the pre-school are displayed on the walls around the setting, helping to keep parents better informed.

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 all accidents and incidents are recorded in appropriate detail

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):

- further develop the systems used to monitor and record children's achievements and extend the information available to parents to include details of children's individual progress and the activities they are involved in, linked to the stepping stones

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