

New Pasture Community Pre-School

Inspection report for early years provision

Unique Reference Number	314682
Inspection date	12 September 2007
Inspector	Elizabeth Patricia Edmond
Setting Address	New Pasture Lane Community Centre, Burstall Hill, Bridlington, North Humberside, YO16 7NR
Telephone number	01262 679978
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Registered person	New Pasture Lane Playgroup
Type of inspection	Integrated
Type of care	Full day care, Full day 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?

New Pasture Community Pre-School opened in 1988. It offers pre-school care in the community hall situated in the middle of the housing estate next to a primary school in north Bridlington. The group serves the local and surrounding areas. The group is run by a committee of parents and local people. The group opens for seven sessions each week, term time only. Sessions are from 09.00 to 12.30 Tuesday, Thursday and Friday and from 09.00 to 15.00 on Wednesday. Introductory sessions for younger children run on Thursday and Friday from 12.45 to 14.45. Morning children are invited to bring a lunch box and stay over the lunchtime period.

The pre-school is registered with the local authority to provide funded nursery education to those children of eligible age. Of the 26 children from two to four years currently on roll, 11 children are in receipt of such funding. Three permanent staff work with the children. All have early years qualifications to Level 3. The setting receives support from the local authority in respect of the care and education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The clear policies for promoting the children's health and hygiene are followed fully by staff and children. Despite the layout of the community building, children develop a good level of independence in respect of this. For example, as they get older they are able to use the toilet on their own and they learn about why they need to wash the germs off their hands.

The children develop a positive approach to being active in the outdoors. They have great fun developing their skills and confidence in their movements at the good quality local park; some children develop an excellent sense of balance, swinging by their arms and climbing with great skill. The children also enjoy walks out to gather leaves for their art work, as well as adult led games with the parachute.

The children's health benefits from the healthy snacks provided by the pre-school and they talk knowledgeably about their favourite fruits. The young children know that they do not have to eat the pips and some children point out that apples have pips as well as oranges. Drinking water is available at all times to those children who ask.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children can play freely in the indoor environment due to the professional approach to identifying and managing risk. The children also learn to keep themselves safe, they confidently say the pre-school's rules. They know, for example, that they will have fun safely by not running indoors. The staff are very aware of the importance of children learning the necessary skills to keep themselves safe. For example, staff watch the children carefully as they swing and climb outdoors and they offer advice if necessary, yet do not inhibit children's play and development by intervening unnecessarily. This means that children learn useful skills in playing safely both at pre-school and at home. Children's very good behaviour also promotes their safety because they learn to listen to instructions and to follow them, for example, when crossing the road to gather leaves for a project.

The community building presents a degree of challenge to the staff, yet they arrive early each morning to arrange the good quality resources and furniture so that the environment is as child friendly as possible. This means that children are able to choose from the activities presented on that day and staff vigilantly rotate equipment throughout the week to increase variety for the children. Children are well protected because the staff keep all local and national guidance on hand should they need advice and the committee is pro-active in ensuring that staff keep up to date with safeguarding procedures by supporting them in their training.

Helping children achieve well and enjoy what they do

The provision is good.

The children arrive very happily at the pre-school and they enjoy their time there greatly. There is a high level of support for the younger children who feel secure in their relationships with the staff. The children are confident during the period of free play, choosing where to play and what to do. They have fun with the broad range of equipment which covers most areas of learning and interests. The effective family grouping of children means that they develop

pleasant, trusting friendships with their peers too. The more able children's self esteem is promoted as they help the younger children to open their crisps or to complete a jigsaw, as they feel important and proud of being able helping. Younger children learn from the older children. For example, they copy the older children playing with the play dough and also begin to name the shapes they are making and they follow the older children's lead in the home corner. Consequently, the younger children are well prepared for the programme of nursery education.

The children develop effective communication skills because the staff are proactive in their approach to engaging the children in conversation as they play. The children listen well at group time and become confident in speaking to the group. Staff also follow procedures diligently and sensitively when they identify that some children may need extra support in this.

Nursery Education

The quality of teaching and learning is good. The activity plans show that all aspects of the Foundation Stage curriculum are covered over time and demonstrate the staff's clear knowledge about how children learn and develop through their play. The system for observing children as they play to inform future plans is developing well. The staff engage themselves with the children throughout the session using conversational questioning to help the children to talk about what they are doing and what they can see. This is successful for all children. For example, younger children are helped to name body parts and clothes as they make a snowman with the play dough, instinctively, staff encourage the more able children to use the appropriate language as they measure and compare lengths at the same activity.

Staff place a clear emphasis on the children's personal, social and emotional development. Children concentrate for a good degree of time as they involve themselves fully with their small world play. Children become confident learners because they are proud of their work; they are very pleased with the keen interest of the staff as they show what they have made with the construction kits and say what colours they have used. Their good behaviour has a significant impact on all other areas of the learning. The children listen and speak increasingly clearly and they enjoy stories and rhymes. Children learn to handle the books very well and they chat happily to the staff about the pictures. Children count increasingly well and the more able children recognise familiar numbers. They often use simple mathematical language such as 'big', 'little' or 'longer' as they play with the play dough or the construction. They demonstrate an increasing awareness of 'more' and 'less' as they sing their favourite number rhymes. Although the computer was not available at the day of inspection, the children show a high level of understanding about everyday technology as they pretend to microwave their food or wash the doll's clothes in the home corner. Children learn about timescales and are particularly confident in the order of the days of the week; even the very young children confidently mark the correct day on the calendar.

Children enjoy the opportunities to learn different painting techniques and they learn about the different colours. For example, children enjoy painting the leaves for their picture and they learn to print them onto the paper. However, because the themes and topics for artwork are often adult initiated and also sometimes adult led, the children's true creativity is sometimes hindered. The children learn to sing a broad range of songs from memory and they join in enthusiastically with the actions for circle games. They are particularly confident in their role play; whilst younger children act out familiar experiences such as preparing dinner, more able children introduce more complex story lines into their play.

Helping children make a positive contribution

The provision is good.

The staff get to know the children and their families very well; they talk confidently about how particular children are settling and about children's individual needs and preferences. Staff also talk very fondly about the children's older siblings who no longer attend and are very pleased when they pop in to visit after their first day at school. This creates a harmonious environment where children feel truly respected as individuals; this in turn promotes their very good behaviour. Children develop pleasant manners. For example, older children often say 'please' and 'thank you' unprompted, younger children learn to share the equipment very well due to the clear, yet kind guidance given by staff. Children begin to accept and enjoy living in a diverse community. They demonstrate this by playing with resources and taking part in activities which promote equality of opportunity. Systems to support children with learning difficulties and disabilities are very good; these include effective links with relevant agencies. Children's spiritual, moral, social and cultural development is fostered

Partnership with parents and carers is good and relationships are positive. The parents have a very high regard for the staff's hard work and their professionalism. There is clear information for parents about the group in the form of newsletters, policies and procedures, clearly set out in the prospectus. A good level of information is shared between staff and parents about children's care and development, both formally at parents evenings and informally on a daily basis. A book loan scheme further promotes a shared understanding of the children's level of development and interest. A highly professional approach to surveying parents on their views regularly means that any difficulties or misunderstandings can be addressed before they become a problem.

Organisation

The organisation is good.

The quality of the leadership and management of the provision is good. The staff are dedicated and very motivated to do their best for the children. The broad range of training that they attend on care and curriculum issues means that the children benefit from their continually improving skills and knowledge. The staff team are well established and experienced, they fall easily into role and support each other and the children effectively. In addition to the internal appraisal system, the group works well with the local authority to monitor the quality of the care and education; they particularly welcome their support on working with children with learning difficulties and disabilities.

The younger children become self assured in the pre-school because they are confident in the routines which are generally purposeful and in some cases necessary. The well planned group time means that children learn to listen and they confidently tell the group about their 'show and tell' items from home. At the end of the session the children sit very quietly while 'Old Bear' is passed around and the children tell him that what sort of a day they have had. This helps the children to feel a sense of belonging to the group and promotes the positive relationships. Also because the children are used to these routines, they listen carefully to reminders about walking holding hands as they cross the road and pay attention when the staff gather them together to return to the building. However, the group times are sometimes a little too long for the youngest children and they occasionally become restless if the story is a little complicated or as they wait until the others are ready to go outside. Also whilst snack time is another very pleasant social occasion, it tends to limit the children's independence skills to a degree.

There is a professional approach to all aspects of administrative duties. The range of documentation covers all aspects of the children's care and development. Staff are vigilant in updating records, such as accidents and medication, throughout the day and in maintaining a record of the children's development for their folders. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Care

At the last inspection the group was asked to ensure that there was sufficient suitable furniture and play equipment, and to develop existing activities and resources promoting equality of opportunity. The group has continued to develop all aspects of resources and these are of a good quality. The group was also asked to ensure that risk assessments are updated and used effectively. Risk assessment systems now link with the group insurance and, as such, are updated each year.

Nursery Education

At the last inspection of the funded nursery education three key issues for improvement were raised. The group was asked to provide opportunities for children to self select tools and equipment. The children now enjoy the periods of free play and they choose from a satisfactory range of equipment and tools which are presented on the day. Staff work hard to provide a greater choice and variety by rotating the equipment regularly.

It was also suggested that the staff provide more opportunities for children to practise and refine their mark making/writing skills in everyday play. The children do develop quite good pencil skills, this is demonstrated in their achievement folders. However, there are still limited opportunities for children to practise these skills for a purpose on a daily basis, for example to sign their art work or write pretend shopping lists in the home corner. This therefore remains an area for development.

A third key issue was for the group to ensure that more able children have access to number in everyday play situations. The children do enjoy looking at number books and more able children recognise familiar numbers. However, these are not readily available for the children to see as they play, for example, in the home corner or at the play dough. This therefore remains an area for continued 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):

- revise routines to further increase children's independence, particularly in relation to snacks and drinks

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 further opportunities for all children to develop their awareness of number and writing for a purpose as they play
- promote children's creativity by encouraging them to choose from a broad range of materials, mixing media confidently, if they wish, to get the effect that they desire

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