



## Aycliffe Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY287295
<b>Inspection date</b>	11 July 2005
<b>Inspector</b>	Margaret, Ann Sandfield
<b>Setting Address</b>	Aycliffe CP School, St. Davids Avenue, Dover, Kent, CT17 9HJ
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<b>Registered person</b>	Aycliffe Pre School & Out Of School Club
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Aycliffe Pre-School and Out of School Club opened in 2005 and is a privately owned group that leases part of the school premises from the Local Authority. It operates from one room within Aycliffe Community Primary School, Aycliffe, Dover. They have use of the school hall and all children have access to a secure enclosed outdoor play area and the school field, when the school children are not using it.

A maximum of 20 children aged 2 to under 11 years may attend the nursery and out

of school hours provision at any one time. The pre-school is open each weekday from 08:45 until 18:00. Pre-school sessions operate from 08:45 until 11.45 and 12:00 until 15:00. The Out of School Club operates from 15:15 until 18:00.

There are currently 11 children on roll aged from 3 to under 5. There are currently no children attending the out of school hours provision. This is to start again in September if there is sufficient demand. The group mainly serves the local area.

The pre-school employs three staff. All current staff, including the manager hold appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. Children gain control of their bodies through a variety of physical activities and have frequent use of large play equipment outdoors, as well as opportunities to play on large play equipment indoors in the school hall.

Children are cared for in a warm, clean environment, with cool air circulating well in the very hot weather. They learn the importance of good hygiene and personal care and clearly show they understand why they must wash their hands before eating their snacks and lunch and instinctively line up before and after meals to wash their hands. They are beginning to understand the need to place their hands in front of their mouths when they are about to sneeze and are praised for doing so. Staff clearly monitor hygiene procedure in order to ensure that the risk of cross contamination between children is reduced.

Staff provide inviting opportunities for children to try different healthy foods by making the experience into a game, which encourages children to taste pieces of fruit they had not tried before, for example, one child to eat raisins for the very first time. They take account of the wishes of the parents and the children's choices to provide nutritious healthy snacks, that appeal to the children and meet their dietary needs. As a result children are beginning to understand the benefits of a healthy diet on a practical level. Children have drinks at snack and lunch time and although the weather is very warm, children did not appear to ask for drinks and staff were not observed asking children if they were thirsty or needed a drink. However, staff are good role models and drink water at snack and lunch time to set a good example.

There are currently no children attending the out of school provision, which they hope to start up again in September.

There are currently no children under three attending the provision.

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

The provision is good.

Children are cared for in light welcoming area where risks are identified and minimised throughout the session and prior to its start, enabling children to move around safely, freely and independently. Children are given good messages on how to keep themselves and others safe and free from harm during the session, for example, not to run around when playing ghosts. There are effective procedures in place for the children's arrival and departure.

Children independently select activities from a wide range of good quality toys and equipment, which meet safety standards. Staff carefully monitor and supervise children when they are at the pre-school and have a good understanding of appropriate types of activities and levels of support needed for all children, including children with additional needs. This gives children confidence to try out new skills, set their own limits and to ask for help when they need it within a safe caring environment.

The staff have all the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. For example, the owner holds a current first aid certificate and has a secure understanding of child protection procedures in line with the local Area Child Protection Committee procedures, which ensures any issues are dealt with appropriately, with the best interest of the children in mind.

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

The provision is satisfactory.

Children settle well at the pre-school. They appear confident and make themselves at home, with many reluctant to leave the pre-school at the end of the session. In the main children relate well to each other and to the staff. They experience a varied range of interesting activities indoors and outdoors, which the staff plan to ensure the needs of all children are met. However, due to there being no children under three attending the pre-school or attending the out of school hours provision, there is no evidence to demonstrate how these children's needs will be met and plans do not include reference to the Birth to three framework.

Children choose from the range of inviting, high quality resources and play materials confidently throughout the session.

### **Nursery Education**

Overall, children make satisfactory progress in all areas of learning. This is due to staff's developing knowledge and understanding of the early learning goals and how children learn. As a result children are beginning to demonstrate what they know and understand. However, children would benefit from more opportunities to re-enforce their learning in the outdoor play area and on a practical level during everyday routines, for example, counting children lining up or on the snack/lunch tables counting different coloured plates or beakers. Similarly, involving children more in the preparation of snack time so that they gain an understanding of what whole fruit

looks like, their names as well as what they taste like.

Staff are beginning to plan for all areas of learning and adapt activities to suit children who learn at different rates or who have particular needs. All children's inclusion is planned and monitored and individual educational plans are provided in the children's personal folders.

Children gain a great deal from the play materials and books available as the staff play with them and talk about what they are doing. For example they play with the 'mummy and baby' animals and talk about what they are doing and features of the different animals, which help children explore and learn about their differences and similarities and features of different animals. However, they would benefit from a more inviting dressing up resource area.

Children enjoy a variety of opportunities for art and craft work which contribute to their creativity. Their work is displayed, for example, a colourful collage of 'The Beach'. The children have painted a sand, sea and sky background and have added clouds, Jelly fish and various other objects and creatures you might find and see at the seaside. Displaying their work gives them a sense of achievement and self worth.

Children play with programmable toys, but do not have access to computer programmes to support their learning. Children are starting to learn to recognise letters, numbers and colours through everyday play and discuss pictures and stories as they share attractively presented books. Children are friendly and at ease and as a result they are starting to develop close relationships with each other and the staff. They talk confidently to both familiar and unfamiliar adults.

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

The provision is good.

Children are valued and respected as individuals and their needs are met well through daily routines that are discussed and agreed with their parents. Parents demonstrate that they are very happy with their children attending the pre-school and that their children enjoy it so much, 'they do not want to go home'.

All children spend their time purposefully, playing happily by themselves and, in the main, cooperatively in group games, with some adult intervention to remind them of the rules of playing together nicely, for example, the need to share and take turns and explaining clearly the effects of any unwanted behaviour. They clearly explain to children the consequences of their actions on others.

In the main children show care and concern for each other and play together harmoniously sharing and taking turns, for example, during outdoor play. Generally they behave well because staff use positive praise and patiently give clear explanations, several times sometimes, to help children understand and become responsible for their own actions. Children have time to relax as well as be active. The staff provide a meaningful range of activities and resources.

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

## **Organisation**

The organisation is satisfactory.

Children appeared relaxed and at ease within the well organised environment, where they are starting to initiate and extend their own play.

The team work well together and are generally organised with everyone knowing what they are doing, enabling children to settle well, feel secure and become confident learners.

Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service and contribute to the continuity of their children's care. However different methods of communicating children's routines and everyday experiences would better meet the needs of all parents. Systems are monitored and adapted to keep children safe. Overall the provision meets the needs of the children who attend.

Staff have not yet being able to access Birth to three matters training. Following this training they intend to include the Birth to three framework in their planning. There is no evidence currently available on how they would meet the needs of under threes within the provision.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

There are no complaints to report

## **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 satisfactory.

## **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):

- provide children with regular access to drinks throughout the session
- ensure children's incident records remain confidential

### **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):

- ensure that children are given wider opportunities indoors and outdoors, to re-enforce their learning through practical every-day routines

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