

Great Longstone Pre-School

Inspection report for early years provision

Unique Reference Number	206773
Inspection date	08 February 2008
Inspector	Joanne Baranek
Setting Address	The Old Infant School, Main Street, Great Longstone, Bakewell, Derbyshire, DE45 1TZ
Telephone number	01629 640842
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Registered person	The Trustees of Great Longstone 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?

Great Longstone Pre-school opened in 1982. It operates from the Old School Room in the village of Great Longstone, Derbyshire. The pre-school serves the village and surrounding areas.

There is a secure enclosed outdoor play area within the school area and the children are taken occasionally to the local playing field for relevant activities.

The setting opens five days a week during school term only and sessions are from 9:15am until 12:15pm.

There are currently 22 children from two years nine months to four years four months on roll. This includes 19 children who receive funding for nursery education.

The pre-school employs three part-time staff who work with the children. Two of the staff hold appropriate early years qualifications and one member of staff is currently working towards a recognised early years qualification.

The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance. The pre-school is managed by a parental committee, who delegate day-to-day responsibility to the staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy within a setting that uses comprehensive policies to support their effective practice. Accidents are recorded and shared with parents to ensure they are able to continue the care of their children. Medication records and policies show that parents are required to sign before staff will administer medication to the children within their care enabling the children to receive the correct dosage and remain healthy. Medication and the first aid kit are stored safely and out of the reach of the children within the setting to ensure their safety. The sick child policy states children will not be allowed into the setting if they are unwell and a poster showing infectious diseases exclusion periods backs this up with further information for the parents. The staff limit cross-contamination by using paper towels and liquid soap for the children and the provision has child height sinks for them to be able to wash their hands independently. They are reminded to wash hands after using the toilet, playing in the sand and also before eating their snack helping them to limit infection being spread.

The staff prepare the food for the children safely as a staff member has attended food hygiene training and relayed this back to the team. They check the temperature of the fridge on a regular basis ensuring the safe storage of the food for the children and they wash their hands before preparing and serving food to ensure cross-contamination is limited and providing good role models for the children. The food provided for the children is healthy and varied, for example, fruit, beans on toast, or noodles and prawn crackers to link in with the Chinese New Year theme. Dietary requirements are asked for on admission to ensure the children are receiving the food appropriate for their individual care. The staff provide the children with an option of milk or water at snack time and during the session the children are able to request a drink if they are thirsty enabling them to stay hydrated whilst at pre-school.

Children develop their physical skills through a variety of activities inside and out of the setting. They are able to develop their small muscles and accuracy skills through planned and free choice activities during the session such as cutting with scissors and using tools to manipulate play dough. The children are learning about choosing healthy options and how to stay healthy through discussions at snack time and whilst doing physical exercise, and visitors into the sessions talk about how to live a healthy life, for example, a visit from the local doctor and dentist.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are kept safe and secure in a provision that takes health and safety seriously. The door is locked during the session to ensure the children are not able to leave unattended and visitors cannot enter without a staff member signing them in. The children are cared for in a welcoming environment where the brightly coloured furniture and their work displayed professionally provides a room in which the children have ownership and want to learn and play. Although the room is compact the staff adeptly use the space and storage available to its full potential enabling the children to play safely with well-planned activities. The book area

has large cushions and a sofa to provide the children with a place to sit, relax and reflect if they wish to and although the kitchen area is part of the room it is safe for the children as all chemicals and cooking equipment is stored in a high cupboard to prevent them accessing it during the session.

The furniture within the room is safe and based around the children. The tables and chairs are colourful and designed for children, and the storage the setting uses is accessible to the children enabling them to reach the resources for themselves and help to tidy up after the session. The toys and resources the pre-school purchase are from reputable companies ensuring they are safe and robust for the children to use.

The staff conduct vigorous risk assessments on all equipment and ensure it is safe for use before the children access it. They produce risk assessments on the outings the children go on and have identified any apparent dangers for the children or the staff and have addressed these as much as is possible to reduce the risk of injury for all parties. All staff and volunteers are made aware of these to enable all adults to put safety measures in place whilst with the children. The gas and electrical appliances are checked regularly to make sure they are safe as are the fire fighting and prevention equipment. The staff practice the fire evacuation with the children and volunteers every half term to develop the children's awareness of the procedure to be followed in the case of an emergency and this procedure is displayed for all to see within the setting.

Children are safeguarded within the pre-school as the staff have a good understanding of child protection and how to identify signs of abuse. The chair of the committee has also attended appropriate training in order to support the staff fully in the event of any suspicions. The child protection policy sets out a clear procedure the staff will follow in the case of referral for suspected abuse, however, the policy does not state clearly the procedure the setting will follow in the case of an allegation made against a staff member. The lack of this means that both the staff and parents would be unaware of the procedure that would be followed even though the committee has a clear idea of what they will do in this instance.

Children are learning to be safe through discussions about hazards and potential dangers, for example, the children are reminded whilst out walking to cross the road safely by looking both ways and listening for cars before they cross. This is reinforced by posters within the pre-school showing the correct procedure for safely crossing the road. The children are able to talk about how to use scissors safely and use this knowledge to make sure they use the scissors appropriately.

Helping children achieve well and enjoy what they do

The provision is good.

The children's all-round development is fostered because of the activities the pre-school plan and the support they provide for the children within their care. The children are confident and their self esteem is high because of the constructive praise and worth the staff give them, for example, stickers for toilet training success. The children are able to start to be independent as the setting has fixtures that support them such as child height toilets and sinks. The staff plan activities for the children that provide them with first hand experiences in order for them to learn more and with meaning, for example, the staff take the children on 'sound walks' around the village where the children are able to see the birds nesting and the wind blowing in the trees as well as listening to the sounds. There is a good balance of active and relaxed

activities to help the children to rest as well as learn while in the pre-school and the staff encourage the children to be actively involved in all of the session and play they plan.

Nursery Education

The quality of teaching and learning is good as the staff plan for the individual child based on their age and level of understanding. The children are making good progress towards their early learning goals and the assessments the staff have made of the children reflect this. Observations are made during the sessions while the children play and learn and these are used to assess where they need to go next. The staff also plan focused activities where they have a particular skill or knowledge base that they intend for the children to learn and the success of this is recorded within their achievement file to assess whether they need further support or extended challenge moving forwards. The sessions and the teaching are evaluated to ensure the children are getting the most out of the activity and these evaluations are used to either adapt the planning or reinforce with further activities. The planning the staff use is completely flexible enabling all children to receive the support or challenge they need on a daily basis and if there is a particular aspect the individual child needs further teaching around, the staff integrate this into the planning for the future, and equally if an activity has not been completed fully and the children need more time the planning will also allow this.

The children are forging good relationships with both their peers and the staff within the setting because of the calm and friendly atmosphere the staff create. Staff take time to listen to the children and engage in conversation about their interests and this makes the child feel valued and important. The staff talk about what activities will be available during the day and this helps to focus the child's learning and give them an overview of what is expected of them. They are readily accessing the activities and wanting to learn new skills or reinforce the knowledge they already have, for example, when the staff call individual children over to a focussed activity the children go eagerly wanting to participate.

The staff encourage the children to be good communicators throughout the activities they provide. They use language they associate with the role play area such as playing in a Chinese restaurant where the children ask the staff to pick out from the menu what they want to eat, they bring them their dinner and ask them to pay with their pretend money. The children are starting to link sounds to letters and are adept at identifying initial letters of words, for example, what letter does Wednesday start with, the children reply 'W' and the staff extend this by asking 'what else starts with 'W'. Children are encouraged to start to write for themselves including their name on their pieces of work and they are starting to form letters confidently and adeptly.

Children are learning to count with ease as the staff support and challenge the children to use their knowledge throughout the session, for example, counting the number of children and staff at registration. Simple calculation is being taught through activities such as working out what the date is by adding one onto the day before and the staff explain this to the children who do not understand this process fully, helping to support them to be more confident in the future. They are learning about shape and size through carefully planned activities that use knowledge the children already have to support new understanding, for example, an activity is planned to get the children to place the three bears porridge bowls, chairs and beds in size order. As the children had read the book and knew the story well this enabled them to complete the task with greater understanding.

Staff plan fun but knowledgeable activities around the themes they are using in the sessions in order to teach the children about different aspects of the world. For example, during the

week the children were reading Jack and the Beanstalk the children planted runner beans and the staff showed them the fully grown bean and discussed how the soil, sun and water would help the bean to grow and produce the beans for them to eat. The children were then introduced to a variety of different beans such as butter and black eyed beans to show the children the different types of the same family of vegetable. The children are able to access the computer and other programmable toys such as play mobile phones on a daily basis to develop their understanding of electronic equipment.

The staff plan for outside or physical activities on three out of the five days the pre-school runs. This is not sufficient for the children to gain a fully rounded physical development especially with their large muscles, and they are not receiving fresh air on a daily basis. The activities the staff are planning include walks around the village, balance beam activities, throwing and catching skills as well as the use of the climbing frame in the pre-school. They have identified the need for more outdoor play and have recently received a grant to develop the garden area for the children to play within. Their small muscles are being developed well through free choice activities such as sand play and construction, and planned activities such as cookery where the children whisk, stir and pour. They are also practising their accuracy through cutting, sticking and mark-making activities.

The children are able to show their creative side through activities set out for the children on a daily basis such as the painting easel where the children are able to paint what they wish. The staff have a variety of resources to support their creative development from chalk boards and paper mache to music sessions and dancing. They access music regularly and while listening, they play along with a good selection of musical instruments with the staff encouraging them to find the beat and try to keep it throughout the music.

Helping children make a positive contribution

The provision is good.

All children and families are included into the setting as they value diversity and welcome all. The equal opportunities policy supports this practice and states the curriculum will reflect the diverse world and the cultures around us. The children are able to see positive images in the room showing a variety of children from around the world enabling them to see on a daily basis the varied lives people live. The role play area provides the children with a variety of resources from different cultures and religions such as dressing up clothes including a sari and Chinese dress, and chopsticks and bowls from China, giving the children an opportunity to act out using resources that are different to those they use at home.

Children with learning difficulties and/or disabilities are welcomed into the setting and supported as the manager of the pre-school has vast experience working with families and children who have additional needs. She is trained as a special needs co-ordinator and has also received training within specialised areas to provide support for each individual child. The special needs policy supports this practice and sets out the procedure the staff will follow when referring a child for further assessment or support. The staff work closely with the parents in order to gain knowledge about each child they care for and this help them to support the child fully whilst they are within the care of the setting.

Children are learning to manage their own behaviour through the consistent methods the staff use to discourage unacceptable behaviour and praise children when they start to learn right from wrong. The staff have established clear boundaries and rules for the children to follow and they have involved the children within this process by asking them what they shouldn't be

doing and what things are not nice to do to others. This helps the children to accept these boundaries and start to adapt their behaviour to fit in with this. The children who exhibit unacceptable behaviour are removed from the situation and the staff give them time to cool down and reflect whilst talking to them about why they have done this.

Staff work with the parents closely to provide continuous care and education from home to the pre-school. They take time at the end of each session to either write a poster telling parents what they have been learning about or doing during the session or they talk to all the parents while they are waiting to collect their children. This gives the parents an understanding of what their children may be talking about when they are at home and an opportunity to extend the activities themselves. The staff provide opportunities for the parents to join in with activities during the time at pre-school through planned coffee mornings or sports days where the parents can see other parents and also see what their children are doing whilst in the sessions.

The partnership with parents is good. They are encouraged to be involved within their child's learning through the provision of reading books to go home and newsletters telling them of the forthcoming topics within the next half term. The weekly planning is displayed for the parents to view the activities the children will be doing on a daily basis and they are encouraged to send the children with resources from home that support their learning. They are invited along to parental consultations where they are able to discuss their child's progress and add to their achievement files if they feel their children have skills that are not recorded. Staff ask for parental feedback about the practice they provide and parents are able to fill out questionnaires or discuss with the manager any suggestions they have to improve the care or education their children receive. This feedback is then considered by the staff and committee and put into practice, and changes are then fed back to all parents ensuring they are fully aware.

The children's spiritual, moral, social and cultural development is fostered. The staff teach children about Eid, Diwali, Chinese New year, and use resources such as the television show 'Balamory' to introduce children to different cultures and beliefs. This is then supported by the varied resources within the setting. The children have caring attitudes, they share toys and look after each other whilst playing and in group time. They are encouraged to talk about right and wrong and are beginning to recognise the difference between accidental and deliberate actions because the staff talk through their actions and discuss unacceptable behaviour. They are encouraged to engage in conversation during social events such as snack time, circle time and whilst walking through the village and have forged strong friendships to carry on into school. Children broaden their experiences within the setting as the staff plan a variety of different activities around cultural beliefs and different countries and how different people they live, for example, the setting have sponsored an African boy and the children write letters to him. He writes back and describes how he lives and the staff discuss this with the children talking about how he doesn't have running water and how far he walks to school each day.

Organisation

The organisation is good.

The setting is led by a well-qualified and experienced manager and has appropriately trained staff to support her. She has a Postgraduate Certificate in Education (primarily working with infants aged three to eight), has trained as a special needs co-ordinator and has attended training sessions within first aid and child protection. The recruitment process to appoint new staff is vigorous and includes a panel consisting of the manager and the chair of the committee. The interview highlights appropriate candidates and the position is then offered subject to two

references and a clear police check being returned. All staff are vetted using a police check that is instigated by the committee and the manager, and adults who have not been suitably checked are not left unsupervised with children in the setting ensuring they are safeguarded.

All staff receive an induction when they start with the pre-school and they are given a copy of the policies and procedures that help to run the setting so they are able to become familiar with these in their early days. The manager supports the staff by ensuring they have an overview of child protection and health and safety enabling them to keep the children safe. Adult to child ratios are well-maintained and increased when the children are taken on walks or outings, and staff deployment is good, enabling the children to progress well in their education and be cared for effectively. The key-worker system the setting has in place ensures each child has a designated member of staff to support them from the time they enter the pre-school until they leave to go to school, and the parent has a consistent member of staff to talk to when they wish to discuss their child's development.

The leadership and management is good. The committee and the staff work well together to ensure the children receive quality education and care. Tasks and responsibilities are shared to ensure the staff are well-supported and they have regular meetings to discuss the pre-school and improvements they could make. They have put together an action plan to show any areas they wish to improve and the date by which they want to have them completed by and as this is an on-going process the pre-school is shown to be continually assessing their practice in order to improve it for the children they care for. The staff work well together as a team, supporting each other and sharing successful strategies and training. Each member of staff has an annual appraisal where the chair of the committee and the manager are able to talk about their achievements through the year and identify any training needs they may have. This supports their professional development and aides them to develop their practice further. The aims and values the pre-school hold are reflected within their practice and the written ethos shows how the children will receive well-rounded care and education. The staff have a good understanding of what works with each individual child and how they can teach and support to achieve the highest results possible. The pre-school have successfully addressed all recommendations from the last inspection showing their ability to improve their practice. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure the complaints policy includes the name and address of the regulator. Their complaints procedure is now comprehensive and shows the address and phone number for Ofsted enabling parents to call if they have concerns. They were also requested to improve monitoring of new staff's understanding of the pre-school's policies and procedures. The staff are now given a copy of the policies and procedures when they start and the manager ensures they understand these by observing their practice and ensuring they are following the pre-school ethos and way of working. In addition they were asked to develop the written evaluation of activities to enhance the identification of future learning needs of each child. The staff currently evaluate all focussed plans and weekly activities and use this to inform their next planning sessions ensuring each child has been fully supported or challenged. Finally, they were requested to develop the partnership with parents by providing them with information on how they can support and extend their children's learning in all six areas in the home environment. The setting now ensures on a daily basis the parents are fully aware of what the children have been doing during the session through a poster or a staff verbally telling all parents at the door when they pick their children up. This is supported by the planning being

on display throughout all sessions and a newsletter informing parents of upcoming topics or themes so they can prepare themselves and extend the activities at home.

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 to 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 child protection policy contains procedure to be followed in the case of an allegation made against a staff member.

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):

- continue to develop the opportunities for children to have daily access to outdoor areas and physical activities.

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