

# Scarning Pre School

Inspection report for early years provision

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<b>Unique Reference Number</b>	254258
<b>Inspection date</b>	09 October 2007
<b>Inspector</b>	Anne Walker
<b>Setting Address</b>	Dereham Road, Dereham, Norfolk, NR19 2HP
<b>Telephone number</b>	01362 853464
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<b>Registered person</b>	Scarning Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Scarning Pre School opened in 1997 and is managed by a voluntary management committee. It operates from a mobile premises located in the grounds of Scarning Primary School on the outskirts of Dereham, Norfolk. A maximum of 16 children may attend the pre-school at any one time. The group opens each weekday from 09:00 to 11:30 and 12:45 to 15:15, during school term times. The children have access to their own fully enclosed outside play area.

There are currently 42 children from two to five years on roll. Of these, 32 children receive funding for early education. The pre-school serves the local area and children attend for a variety of sessions.

The group employs one full-time and three part-time staff. All staff hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about the importance of good hygiene through consistent daily routines. They talk with their carers about why they wash their hands and help clean the table before snack, asking questions about why they need to do this. Many children can independently wash their hands before snack or after using the toilet, although they are monitored by their carers. Tissues are readily to hand for wiping noses, ensuring that the spread of germs is minimised. Good procedures are in place so that staff understand how to manage medical emergencies. All the staff hold current first aid certificates and have the skills to deal with any accidents promptly and appropriately. Accident records are in place and parents sign the records and are given a copy of the entry for their information. The entries do not consistently state where the site of any injury is, which could compromise children's welfare.

Providing children with healthy snacks is given good regard. They enjoy a broad variety of fruits and vegetables, as well as crackers and breadsticks. Milk and water are available each day and children happily make a choice, with some children choosing milk because they know it makes their bones strong. Occasional treats for birthdays, such as cakes, are offered so that they learn how to balance what they eat and which are healthy and less healthy foods. Drinking water is available throughout the session and children help themselves when thirsty. Individual dietary needs are recorded on entry so that children's health is appropriately safeguarded.

There are daily opportunities for active play. In good weather they spend a period of each session outside where they use bikes and scooters, play ball games or learn to use their bodies in different ways, such as hopping on one foot or jumping with both feet together. Indoors, they take part in action rhymes.

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

The provision is good.

Children are received into an environment that has been prepared and enables them to move around safely, minimising the risks of trips and falls. The layout of the room means that it is easily supervised and staff deploy themselves so that children are effectively monitored indoors and in their temporary outdoor area. The children understand the boundaries outside because they have been discussed with them. As a result, they stay within the area and happily engage with the adults around them. Good procedures for their arrival and departure keep them safe. During the session, the door is kept locked and visitors to the premises are monitored.

Play equipment is age-appropriate and in good condition. The furniture is child-sized, which means that they sit comfortably and safely at tables and help themselves to additional toys and books from shelving and storage at child-height. Play materials that become broken are removed so that they do not pose a risk to children.

Children's welfare is promoted as the staff understand their responsibilities with regard to child protection. They know who to report their concerns to within the setting and externally, and the relevance of keeping appropriate records. Current guidance is displayed in the entrance hall so that it is readily available as a resource to staff and so that parents are able to understand the responsibilities that the setting has to safeguard children.

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

The provision is good.

Children settle quickly at the beginning of the session, finding a friend to sit with at registration or staying close to an adult when they are less secure. The session is well managed and has consistent routines so that children cope well with the morning and know what to expect. They help to tidy away and get themselves ready to go outside. There are good opportunities for them to self-select activities and staff take time to make them aware of what is available that day. The children have increasing confidence in their environment and often access the bathroom independently or find an adult to request a marble when they have built the marble run. The snack bar is a social occasion where children have opportunities to talk with other children or an adult so that they learn to enjoy eating together.

Nursery education.

The quality of teaching and learning is good. All the staff have a suitable knowledge of the Foundation Stage curriculum guidance, which they use to plan a range of developmentally appropriate activities that interest the children. Increasingly they are adapting their planning in response to interests that children bring or that arise from something they initiated, so that children are keen to try new experiences. A balanced session provides time for them to investigate activities independently, learn new skills or practise acquired ones, as well as time in small groups where their language and listening skills are fostered. They dress a variety of dolls, exploring size as they try to select the correct clothes to fit the doll and develop physical skills as they put them on. They observe what happens when they mix different colours at the painting easel and are frequently absorbed in this process. Children are attentive to stories and comment readily on what they think of the child in the book who put her finger up her nose! Mark-making materials are available in a variety of areas. They act out scenes at the doctors surgery, including writing notes and prescriptions using their imagination well, as adults play alongside the children to help extend ideas. They form good relationships with each other and their carers, and learn to care for themselves and each other in practical ways, such as sharing popular toys, tidying their plate and cup away after snack, and cooperating with the procedure for walking to and from the outside area.

Children's progress is monitored through observations which are recorded against the stepping stones towards the early learning goals. Staff plan some focussed activities based on what they know the child can do and to support and monitor their next steps. These activities do not consistently cover all aspects of children's learning, especially their large muscle skills. Neither do they always clearly demonstrate what the learning intentions are, or how they will adapt activities for children who are at different developmental levels. The information they gather from the activity is not clearly evaluated to assist the updating of the children's individual development records. This means that they are not fully utilising the assessment systems in place to maximise the learning opportunities for children.

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

The provision is good.

Children's individual needs are recorded on entry and necessary steps are taken to ensure that all children are able to take part in the sessions alongside their peers. The children are warmly received each morning, staff take time to familiarise themselves with the child's individual circumstances and are able to talk with them about their pets or siblings, as well as recent events, such as birthdays. Friendly relationships are established with parents, enabling the

regular exchange of information. Consequently, established children show confidence in the pre-school environment and their carers. Through play materials and planned activities the children are developing awareness of the wider world. Sensitive management and adapting activities ensure that children with different beliefs are respected but are included with their friends. The children have opportunities to understand peoples similarities and differences in a supportive environment. Suitable measures are in place to enable children with disabilities to take part in all the setting has to offer. Children's spiritual, moral, social and cultural development is fostered.

Daily routines encourage children's use of pleasant social conventions. At registration, staff greet each child by name with 'good morning' or 'good afternoon'. The children enjoy this recognition and respond to the adult in a similar way. They behave well because of the positive strategies which are consistently used. Their acts of kindness are recorded on a wall display and achievements are noted in their own book and celebrated at group time. As a result, young children are generally able to share and take turns and frequently play cooperatively with their peers.

Partnership with parents and carers is good. They are able to influence the running of the group by becoming a committee member. In addition, they are welcome to help at the sessions, providing them with a valuable insight into how their child is learning through play. Parents are aware that development records are kept and some request to see these. A helpful guide to the Foundation Stage is provided for parents in the prospectus and an outline of the themes and activities is displayed each week. Planning is not displayed in a way that is easily accessible to parents and there are no formal ways that parents can share what they know about their child or that encourage them to work with the setting to better support their child's learning and development.

## **Organisation**

The organisation is good.

There are generally robust systems of employment that ensure people working with children are suitable to do so. The staff all hold early years qualifications and checks are carried out to ensure there is nothing in their background that would make them unsuitable to work with children. Systems to check they are mentally and physically suitable for their post are less rigorous and this potentially impacts on children's welfare. Staff are trained in first aid and food hygiene, which means that there is someone on site each day to ensure the children's health and safety. Required records are in place and organised so that they support the efficient day-to-day running of the pre-school. Records are logged and stored to ensure the family's confidentiality is respected.

Children are welcomed into an environment that has been organised to meet their needs and promote their independence in a safe way. Adults work well as a team and there are sufficient staff at each session to ensure that children have frequent interaction with an adult. Overall children's needs are met.

The leadership and management is good. The manager deploys staff each day, ensuring that the session runs smoothly and children's play and learning opportunities are sufficiently supported. All staff are encouraged to contribute to the planning of activities so that their skills in supporting children's learning is developed. The committee meet regularly with the manager and staff on a formal basis and there are good informal channels of communication so that issues are shared quickly. Suitable systems are in place to monitor staff skills ensuring

they maintain the required skills and have opportunities to develop their knowledge and keep abreast of changes to early years practice.

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

At the last care inspection, the provider agreed to request parental consent to seek emergency medical treatment. This is now requested on the initial paperwork that parents complete and ensures that their wishes are clear and they understand what staff would do in the event of an emergency.

At the previous nursery education inspection, the setting agreed to develop their planning and assessments, provide opportunities for parents to be involved in their child's learning, increase opportunities for children to use information technology and to develop their skills in linking sounds and letters. The planning and assessments have been reviewed and developed. Planning covers the six areas of learning on a daily basis and ensures that activities are stimulating and appropriate for children. Their progress is observed and recorded so that staff can support their next steps in learning. The systems in place are not being best used to ensure a consistent approach to maximising teaching and learning opportunities. Children have daily access to a computer which has a suitable range of learning programmes. They use everyday technology as part of their role play and the setting have recently purchased a children's digital camera. These measures ensure that they are developing awareness of technology. Systems are in place for children who are at an appropriate developmental level to help them begin to link sounds to letters. Parents are able to be involved in the setting in a variety of ways but measures to increase their involvement in their child's learning have not been fully explored.

### **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 complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- develop procedures to check that people working with children are mentally and physically suitable for their post

- improve accident records so that information recorded more consistently shows where any injury is sited

### **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 assessment records and the use of focussed activities so that children's next steps in learning are more clearly identified and supported
- develop the range of opportunities for parents to be involved in their child's learning and contribute to their development records.

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