

Little Melton Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	254152
Inspection date	13 September 2007
Inspector	Georgina Emily Hobson Matthews
Setting Address	Little Melton Village Hall, Mill Road, LITTLE MELTON, Norfolk, NR9 3NX
Telephone number	01603 812362
E-mail	
Registered person	Little Melton Pre-School Nursery
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Little Melton Pre-school Nursery opened in 1998. It is situated in the village of Little Melton, in Norfolk and operates from the village hall. The pre-school serves the local area and surrounding villages. Children attend for a variety of sessions.

The provision is registered to care for 26 children aged from two to under five years. There are currently 22 children on roll and this includes 11 children who receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:15 to 12:00 with the option of staying until 13:10 for lunch. The setting also operates a play scheme for five days during the summer holidays from 10:00 until 15:00.

The provision is managed by a voluntary management committee of parents and employs four members of staff to work with the children on a part-time basis. Half of the staff members have early years qualifications to level three. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well and they are cared for in a warm, clean environment. Children are protected from becoming ill as staff members display good hygiene practice and effective systems are in place to prevent the spread of infection and to take appropriate measures if children are ill. Children's welfare is promoted as staff members can respond to accidents appropriately. Three staff members hold current first aid training and a first aid box is well-stocked and easily accessible. Appropriate records are maintained relating to accidents and medicine administration. However, parents are not requested to acknowledge the administration of medication in writing to ensure that they are fully informed and able to support their child's well-being.

Children learn the importance of personal hygiene and to take responsibility for their own personal needs as they wash their hands after toileting and outdoor play and before eating. Staff members talk to the children about germs and of the need to wash these from their hands and from tables before they place food on them.

Children benefit from healthy snacks and develop a valuable awareness of healthy eating. They are offered a selection of fresh fruits, vegetables, spreads such as hummus and a variety of different breads. Children make models of different foods and identify healthy and unhealthy ones in order to raise their understanding of healthy eating. Special dietary requirements are identified prior to the commencement of care to ensure that parents' wishes and any religious needs are met and that no child is at risk from a reaction to food. Children have access to fresh drinking water at all times in order to keep well-hydrated.

Children develop a positive attitude to exercise and have opportunities to explore a variety of physical movements each day. They move with control and co-ordination inside the hall and in the tennis court outside. Children travel around, over and through a large frame within the hall. They can balance and climb with confidence. Children show an awareness of space during a parachute game. They stand manipulate the chute to balance and throw balls and run quickly to gather the balls afterwards. Children become aware of how their breathing increases and that they become hot when they exercise. They use a range of malleable materials competently and handle tools such as scissors and paintbrushes independently. They rest according to their individual needs in a quiet book corner.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, child-centred, secure and safe, indoor and outdoor environment. They have plenty of space for free movement and well spread out activities. Children use a wide range of developmentally appropriate, safe and suitable equipment and there is ample storage space for equipment. Their safety is fostered as the pre-school carries out an ongoing risk assessment of the setting to reduce hazards and to minimise the risk of accidental injury to children.

Children learn to keep themselves safe as they are provided with clear explanations about safety issues within the setting and outside. For example when a new child accesses the climbing frame in dressing up clothes, a member of staff explains carefully and gently why this is not

safe. Their awareness of road safety is raised prior to an outing to a local church and of fire safety through regular fire drills. Children learn of how to stay safe in the sun during outdoor play.

Children are safeguarded as staff members are aware of their responsibilities in the area of child protection. Several members have attended recent training and as a result all staff members have a secure understanding of the procedures to follow if they have child protection concerns. Systems are in place to release children into the care of other adults in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Staff members improve outcomes for children under three years as they have a good understanding of the needs of younger children. The play area is set up effectively to provide different sorts of play with appropriate activities and resources to support the children's physical and emotional development. Staff members are friendly, approachable and affectionate. They know the children well and are attentive to their needs.

Children become increasingly independent as they choose where to play and explore. They develop their imagination as they dress up and play in a home corner. Children interact with each other as they 'cook and serve pizzas' and 'take babies for walks' in prams. They enjoy the sensory experience of dough and express their feelings with confidence as they paint at an easel. Concentration is shown as children fit pieces of a train track together. Staff members support their play and help them to negotiate with each other as they plan where to place the train tunnels. Their self-assurance is developed as they are encouraged to access toilets, a snack bar and quiet areas independently and to dress themselves for outdoor play.

Nursery Education

The quality of teaching and learning is satisfactory.

Children are making sufficient progress towards the early learning goals as staff members have a sound understanding of the Foundation Stage. The pre-school is reviewing the planning system in order to streamline this and to make it more effective in meeting the children's needs. Currently, the supervisor plans the curriculum for the children and provides an overview for staff members each day. Children take part in a broad range of practical activities that cover all areas of learning. They are interested in the activities, able to make their own choices and generally focus on these and resist distractions. At this time, the children's starting points or previous learning are not always incorporated within the planning by the key workers in order to challenge the more able children and to move them onto the next step within their learning. As a result, sometimes opportunities for learning are missed. Observations and assessments are made of each child's progress and shared with parents. These records are under review currently in order to provide a clearer picture of each child's progress and to inform the pre-school's planning.

Staff members provide a calm learning environment for the children and have high expectations for behaviour. As a result, children develop an understanding of right and wrong and show respect for each other. Sessions are paced well and equipment and resources are organised effectively in order that children can play at their own pace and complete activities with independence. However, staff are always at hand to provide support if required.

Children separate easily from their parents and are confident in their approach to staff and each other. They are making friendships at the setting and are interested in the activities on offer. Children make choices and play at their own pace. They learn to take off and put on outdoor clothing and to access toilets independently. Children listen carefully to stories and enjoy using spoken language as they join in enthusiastically with favourite phrases such as, 'That's what I call hungry'. They use language as they negotiate with each other and in their imaginary play. Children recognise their own name and some children form the initial letter of their name on their art work. They use numbers in their play as when they count eleven balls in a parachute game. Children are able to copy patterns and to solve practical problems as they build tunnels for trains from building bricks.

Children have opportunities to investigate by using all of their senses such as when they taste different foods and manipulate a variety of materials such as dough, sand, water, foam and wood shavings. They find out about living things as they observe tadpoles. Children investigate through first hand experiences as they grow carrots, lettuces and runner beans, measure their growth and record their findings on a chart. They use cameras, CD players and tape recorders and have some opportunities to use computers to support their learning. Children find out about their environment when they draw their homes and post these on a map. They increase their knowledge about their own culture and beliefs and those of other people as they celebrate festivals. Children explore different media and materials as they paint and make collages. They explore how sounds can be changed with musical instruments and sing songs with gusto. Children match movements to music and immerse themselves in imaginary play in a home corner or a doctor's surgery.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging at the pre-school and are happy on arrival. They part easily from their carers and settle quickly to activities. Their individual needs are identified with parents prior to the commencement of care. Children are valued and treated with equal concern and activities are adapted to accommodate their needs. They develop positive attitudes to diversity as the pre-school includes images of the different people that make up our society within its resources. They become aware of the local community on an outing to a church at Christmas and in a topic about the village prior to this visit. Children meet people from the community when the mobile library calls at the pre-school each month. Staff members have an awareness of caring for children with learning difficulties and/or disabilities.

Children's social, moral, social and cultural development is fostered. They behave well. Children understand responsible behaviour and can distinguish between right and wrong. Children share and learn to co-operate with each other as they play with a train track and take turns on a climbing frame. They play happily together in small groups and are aware of the needs of others. Children show concern for a child who is upset and sing songs to make her happier. Staff members use positive behaviour management strategies that are appropriate to each child's level of understanding and maturity. They are good role models and provide the children with clear explanations if their behaviour is inappropriate, for example, when a child takes pieces of train track from another.

Children are supported well in the transition from home as the pre-school has sensitive settling in procedures. As a result, children are secure and settle well. Their ongoing progress is promoted as staff members work closely with parents and provide opportunities at the beginning and end of each day to share information regarding the children. Parents are provided with an

informative brochure and invited to access the pre-school's policies in order to assess that that children's well-being is being promoted. Regular newsletters provide parents with information about events and topics and they are invited to express their views and suggestions via a parents' evaluation. Their satisfaction is reflected in their very positive feedback.

The partnership with parents and carers of children in receipt of funding for early education is satisfactory. They are provided with some information about the Foundation Stage and encouraged to access the children's assessment records from their individual trays. Staff members have started to display their planning and to invite parents to share any relevant skills with the children in order to involve them in their child's learning. In addition, parents are invited to add to the children's records to support their child's learning at home.

Organisation

The organisation is satisfactory.

Children benefit from the care of an appropriately vetted, qualified and experienced staff. The pre-school is managed by a conscientious committee who have a clear vision of how the setting should run in order to support children's well-being. Systems are in place for the induction of new staff, for regular appraisals of existing staff and to identify the training needs of staff members. Children are never left alone with anyone who is not vetted. Their progress is enhanced as staff members access ongoing training to improve their practice. Documentation to promote the welfare and care of the children is well-organised and stored securely to ensure confidentiality. However, the system for registering children does not provide an accurate record of their hours of attendance in order to ensure children's welfare. The pre-school organises the setting effectively to accommodate children's play. They are able to move around easily and safely and to access equipment in a well-prepared environment. Overall children's needs are met.

Leadership and management of early education is satisfactory. The pre-school delivers a broad and balanced curriculum to the children. The supervisor has identified areas for development within the pre-school's planning and assessment systems and has discussed new proposals with the committee recently. As a result, procedures are being established to implement revised systems in order to promote children's learning more effectively.

Improvements since the last inspection

At the last inspection, the pre-school was asked to: provide children with access to a full range of activities at every session; update records to meet current standards, paying particular attention to complaints and child protection; increase staff's overall understanding of the Foundation Stage curriculum, giving particular attention to teaching and learning; continue to improve planning, to ensure that children's individual learning needs are met and provide more frequent opportunities for children to develop their sensory awareness through messy play, to experience information technology and to foster a greater interest in books.

The pre-school provides a range of activities covering all areas of learning at each session and has reviewed their operational plan to comply with the National Standards. A member of staff has accessed training to increase the pre-school's understanding of the Foundation Stage curriculum and to improve planning. This knowledge is being cascaded to other staff in order to meet the children's individual learning needs more effectively. This area has been raised for development within this inspection. Opportunities for the children to be involved in sensory play are offered at each session, links are in place with a mobile library in order to foster

children's interest in books and children have opportunities to explore simple computer programmes at some sessions.

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

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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):

- develop the record of medicine administration to include parents' written acknowledgement of any entries
- improve records to record children's hours of attendance.

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):

- develop the planning of early education and the children's assessment records to provide a clear picture of their progress, to move each child onto the next step within their learning and to challenge the more able children.

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