

# Southfields Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	253397
<b>Inspection date</b>	07 November 2007
<b>Inspector</b>	Janice Walker
<b>Setting Address</b>	Old Hall Farm, Screveton Road, Car Colston, Nottingham, Nottinghamshire, NG13 8JG
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<b>Registered person</b>	Amanda Jane Beeby
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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?

Southfields Pre-School is a privately-owned setting. It opened in 1999 and operates from a converted barn within the grounds of Old Hall Farm in Car Colston, Nottinghamshire. The group has access to two playrooms, one of which is used as a creative/messy room. Bathroom facilities are sited between the two rooms. There is also a kitchen. There are two outdoor play areas which include a large grassed, walled garden and a hard surface area which is also used as a parking area for parents and visitors.

The setting is open during school term time from 09.00 to 15.15 Mondays, Tuesdays, Wednesdays and Fridays and from 09.00 to 13.00 on Thursdays. Opening times vary according to demand. Children attend either morning or afternoon sessions, depending on the wishes of parents, with optional attendance at the lunch club. The fun club operates for several sessions over a four-week period during the school summer holidays. A maximum of 18 children may attend the setting at any one time. There are currently 19 children on roll. Of these, 12 children receive funding for early education. The setting serves families from the village of Car Colston and surrounding rural areas. All children currently attending speak English as their first language

and there are currently no children attending with identified learning difficulties and/or disabilities.

The setting employs five members of staff, four of whom, including the manager, hold appropriate early years qualifications. The setting receives support from the early years support team from the local authority and is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and warm environment as staff maintain toys and equipment in a clean and hygienic condition. Appropriate systems for recording accidents and any medication administered and well-stocked first aid boxes contribute to children's immediate safety and welfare. Clear policies, such as those relating to children who are unwell and to cleaning routines, along with staff's good hygiene practices help to protect children from the risk of spreading infection. Children are learning basic personal hygiene through the curriculum. Daily routines, such as hand washing after playing in the garden and before meals, supported by discussions, aids their understanding as to why this is important.

Children are well nourished. They have a mid-morning snack which includes fresh fruit and parents provide packed lunch boxes containing healthy options. Staff actively promote healthy eating by gently encouraging children to eat their savoury foods first, followed by fruit and any sweet items last. Children are able to respond to their own health needs if they are thirsty as drinking water is made available throughout the session.

All children enjoy lengthy, morning and afternoon opportunities for fresh air and physical exercise because staff make very good use of the adjoining outdoor play areas along with the local surrounding rural environment. Staff plan these sessions well and provide high levels of support to ensure that all children engage in a wide variety of physical activities. There is a good range of play equipment to support their whole body movements and balancing skills such as ride-on toys, climbing frames, swings and slides. They move themselves, and a range of equipment such as brooms, rakes and ribbons with control and co-ordination. Through well-planned activities, children learn about which foods are healthy and about changes which occur to their bodies when they are active. They confidently use a wide range of tools and equipment to promote their fine hand skills such as woodwork tools, scissors, paint brushes and construction toys. As a result, children are making good progress in all aspects of their physical development.

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

The provision is good.

Children are looked after in a safe and well-maintained environment. They use good quality, developmentally appropriate toys and equipment and effective monitoring by staff ensures that they remain safe for them to use. Staff plan the presentation of activities well, ensuring that there is adequate space between and that children can safely reach them.

A suitable range of policies helps to promote children's safety within the setting and there are sound security systems in place. Staff vigilantly supervise the children, taking particular care to undertake regular headcounts when outdoors and this, along with methodically implemented

daily safety checks of areas prior to children's use, helps to minimise the risk of accidents. Children are learning about possible dangers and how to keep themselves safe; they hold scissors correctly, sit nicely on chairs and know not to sit on tables. Daily routines include a safety discussion prior to outdoor activities so that children learn about possible dangers in the outdoor environment. Through staff's gentle, but clear reminders, they remember the safety precautions they must comply with in order to keep themselves safe, such as adhering to the safe route to the owner's garden.

Children's welfare is effectively promoted because staff have a good understanding of their responsibilities regarding child protection and know the relevant agencies to contact. They are fully familiar with the setting's policies and procedures although systems are not yet in place to share these with parents so that they are also aware of staff's responsibilities. The designated person has recently attended appropriate training to reinforce and update her knowledge and understanding of relevant issues.

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

The provision is good.

Children experience a wide range of exciting activities during their time in the setting. Staff are skilled in adapting activities to meet the needs of the younger children and incorporating the 'Birth to three matters' framework into planning and assessment systems. Children arrive happily and eager to participate; those experiencing difficulties separating from parents derive comfort from the gentle and sensitive support given by staff which enables them to quickly settle and engage in play. The staff team are kind and caring, demonstrating genuine affection towards the children and children reciprocate these feelings, running to greet them as they enter the building and seeking them out for physical comfort and support when needed. The organisation of whole group activities is effective in maintaining children's interest and staff offer high levels of attention to support their participation.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a comprehensive knowledge of the Foundation Stage and help children make good progress towards the early learning goals in all areas of the curriculum. They plan and provide an exciting and untypical range of activities which stimulate children's curiosity and eagerness to learn. Staff know the children very well, they observe and record children's progress and use this information to inform their planning which clearly indicates the intended learning objectives and is differentiated for children's differing levels of ability. Staff's high levels of interaction and sound understanding of their role in supporting activities helps to promote children's learning. They are a dedicated team and their enjoyment and enthusiasm helps to create a happy and secure environment where children are motivated to learn and having lots of fun. Daily routines are well organised, with a good balance of child-led and adult-led activities. However, at times, free-play sessions provide a limited choice of activities and whilst children are able to freely select some play materials themselves, these are limited and they do not routinely do so, thereby restricting their ability to freely access and independently explore some play materials using their own ideas.

Children enjoy each others, company and that of adults; they play co-operatively together, showing consideration for each other and share and taking turns well. They are actively encouraged to share their feelings and confidently express their thoughts and opinions. They are confident children, eager to try new experiences and learn to take calculated risks. Most

routines are very well organised to promote children's growing independence; they put on and remove outdoor clothing, pour their own drinks and go to the bathroom unaided. However, there are limited opportunities for them to freely select their play materials which restricts this to some extent. Children confidently use language to express themselves. They enjoy large group times where staff's skilful use of props encourages them to share their news with the group and to listen to each other. Staff-initiated sessions, for example guessing games, supports children's language for thinking and through well-planned activities, such as carefully brushing the substances away from the hidden bones, children extend their vocabulary, exploring the meaning and sounds of new words. They enjoy story sessions both in large groups and on an individual basis and freely access the book area. They enjoy re-enacting stories using a variety of props and dressing-up clothes. Children are interested in print; they enjoy finding their names on arrival and on equipment in preparation for planned activities. They use a wide range of materials to make marks and practise writing for different purposes, for example in the role play area and to record their findings during outdoor activities. Children confidently use numbers and are beginning to understand the concept of addition and subtraction during practical activities, daily routines and number rhymes. They learn about patterns through activities such as printing and bead threading and learn to sequence the days of the week during registration time. They correctly use a range of mathematical language to describe shape, size and quantity.

Children have superb opportunities to find out about the natural world and thoroughly enjoy exploring their environment. They use all of their senses to explore a wide variety of substances ranging from shaving foam to snow and frost. They learn how to care for bulbs, flowers, herbs and vegetables, exploring their smell and watching the changes as they grow. They watch with wonder as leaves swirl in the wind and laugh with delight when they fall gently around them after being tossed high into the air. Children regularly design using a wide range of materials; they fill clothes with leaves to make a guy for bonfire night; create with construction toys and build using real woodwork tools. They have regular opportunities to operate computer programmes and are able to operate simple equipment such as battery toys and torches. Children talk animatedly about their own lives and those of people they know. Interesting trips out and visitors to the setting, including baby animals and librarians, support their awareness of the local community. Through inspiring, well-planned topics, they explore the wider world, learning about dinosaurs and coast guards; re-enacting rescues in the inflatable dinghy in the role-play area. They also have good opportunities to learn about the cultures and beliefs of other people. Children develop their imaginations and creative skills through a wide variety of activities. They participate enthusiastically with craft and construction activities, using their own ideas to create pictures and models with a wide variety of materials. They build a repertoire of songs and staff's effective use of props supports them to learn new rhymes quickly and they join in with enthusiasm. They have many opportunities to listen to and move to different types of music; they dance with ribbons, around the May Pole and to Swan Lake. Many act out familiar experiences with role play resources, and good use of the role play area to support planned topics, such as fire fighters, vets and a museum, help inspire them to explore their imagination further.

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

The provision is good.

All children are welcomed into the setting and supported to access all toys and equipment. Staff gather a good level of information from parents from the outset in order that they are able to meet children's individual needs which supports them to integrate well. There are clear systems to ensure that children with learning difficulties and/or disabilities are well cared for

as several staff, including the special needs co-ordinator have undertaken appropriate training and there is a clear procedure in place along with effective links with other relevant professionals, for any necessary advice and support. Children develop an awareness of and learn to value their local community through regular walks to observe and learn about rural activities and changes in the natural world and enjoy visits to the Post Office. They are also beginning to develop an awareness of the wider world through planned activities linked to festivals and by accessing images and play resources that reflect positive images of differences within society.

Children behave very well due to the examples set by staff and the clear and consistently applied boundaries which support their understanding of right and wrong. Effective systems, such as reward stickers and the caring tree display, help to promote positive behaviour and encourage children to care for each other. Daily routines, such as the special tidy-up time music, teach them to respect their toys and equipment. Through ongoing gentle reminders and carefully planned large group activities, such as holding the special egg when it is their turn, they learn to share and take turns. Overall, children's spiritual, moral, social and cultural development is fostered. Staff develop good relationships with parents and carers which helps to promote consistency of care for children. They work effectively with them to share information about individual needs to ensure that these are met. Parents have access to a suitable range of information about the setting, including some policies and procedures; notice boards and regular newsletters keep them well informed about current issues within the setting.

The partnership with parents and carers of children in receipt of funding for nursery education is good. Parents receive useful information about the setting, including information about the Foundation Stage, through the prospectus, regular newsletters and displays. Parents therefore develop an awareness of the curriculum and how children's learning is supported in the setting. Children benefit from their parents having good opportunities to be involved in their learning, for example by receiving information about planned topics and activities, sharing books at home and contributing artefacts, such as baby animals, photographs or items children have made at home, linked to themes. There are good systems in place to share information about children's progress and development. Parents provide information on admission about their child which enables staff to build on what they already know. Key workers regularly share assessment records with parents to ensure they are fully informed about their child's progress and parents are able to contribute their own observations of their child's learning at home.

## **Organisation**

The organisation is good.

Children's health, safety and well-being is promoted as staff have a clear understanding of their roles and responsibilities. Those currently working with the children are suitably vetted, however, a robust recruitment procedure is not in place to ensure any new staff maintain appropriate health to work with children. Policies and procedures in the setting are maintained to a satisfactory standard. Children's personal details are well-documented, staff take account of these, along with parents' wishes, to ensure children are appropriately cared for. Information relating to the children is stored in a confidential and secure manner.

Children benefit from being cared for by well-qualified and skilled staff who continue to extend their skills and knowledge through attendance at regular training events. They work very well as a team, deploying themselves effectively to support the smooth running of the session and provide good levels of supervision and support to children. Children particularly enjoy the outdoor experiences they provide. They are a kind and caring team, demonstrating genuine affection for the children attending. The effective key-worker system ensures that they know

the children very well. They establish open and honest relationships with parents whom they actively involve in their children's learning.

Leadership and management of early education is good. Staff work well together as a team to deliver the curriculum. Good planning and assessment systems are in place ensuring all aspects of the curriculum are equally covered so that children make good, all-round progress. Staff meet regularly to share ideas, celebrate achievements and discuss how to address areas identified for improvement. Through their regular attendance at training courses and effective links with other relevant professionals, they demonstrate a real commitment to improving the educational provision. Overall the provision meets the needs of the range of children for whom it provides.

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

At the previous inspection, the provider agreed to three recommendations in relation to care. They agreed to ensure drinking water is easily accessible to children at all times and a jug of water and cups on a low table now enables children to respond to their own health needs if they are thirsty by freely accessing this. They also agreed to ensure all persons working on the premises and not looking after children are vetted and to update the child protection statement. All adults working on the premises have now undertaken appropriate checks. The designated person has attended training to update her understanding of her responsibilities regarding child protection and has updated the policy to reflect recent changes within the Local Authority. These actions help to promote children's safety within the setting.

At the previous inspection, the provider agreed to two recommendations in relation to nursery education. They were to develop short-term planning to clearly identify the learning objectives and link these with children's assessment records and to develop opportunities for children to initiate writing for a purpose during role play. A new planning system is now in place which clearly identifies learning intentions for individual children. The setting has also introduced a key worker system which supports their effectiveness in monitoring the progress of all children to support their progress along the stepping stones of learning. The role play area now includes opportunities for children to mark make which supports their understanding of writing for different purposes.

### **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 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 that child protection procedures are shared with parents before admission to the setting
- improve the systems to ensure that all staff are suitable, both mentally and physically, to care for children.

### **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):

- increase the range of activities available during free play times, particularly with regard to messy and creative activities and further develop opportunities for children to make their own choices regarding their play materials.

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](http://www.ofsted.gov.uk)