

Eastern Green Pre-School Play Group

Inspection report for early years provision

Unique Reference Number	EY258730
Inspection date	15 November 2007
Inspector	Karen Eunice Millerchip
Setting Address	Church Lane, Eastern Green, Coventry, West Midlands, CV5 7BX
Telephone number	02476 474 174
E-mail	
Registered person	The Trustees of Eastern Green Pre-School Playgroup
Type of inspection	Integrated
Type of care	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.

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?

Eastern Green Pre-School has been registered since 2004. It operates from a church hall on the outskirts of the City, on the border with Meriden. There is direct access to an enclosed outdoor play area. The group serves the local area.

The setting is registered to provide care for 26 children. There are currently 25 children from two to four years on roll. This includes eight three-year-olds who are funded for early education. The setting is able to support children with learning disabilities and/or difficulties and those who speak English as an additional language.

They currently open every morning during term time sessions are from 09:00 until 12:00 and Tuesdays and Fridays 09:00 to 15:00. Children may attend a variety of sessions.

There are five staff working with the children on a full and part-time basis. The majority of staff have early years qualifications with one member of staff currently working towards a recognised early years qualification. The setting receives support from local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the benefits of good hygiene through consistent daily routines and following staffs' good examples. Older children remember to wash their hands at appropriate times during the session whilst younger children are given gentle reminders by staff. Visual prompts remind the children on how to wash their hands to prevent germs and encourage their independence. Consistent nappy changing routines are in place which ensures the children's comfort at all times.

Children's welfare is well protected at times of accidents as all staff hold valid first aid certificates. Health records are maintained and a clearly written policy is shared with parents regarding illnesses that will mean their child should not attend and that they will be contacted and expected to collect their child if they become ill.

Children enjoy a sociable, relaxed snack time where they make independent choices about the fruit they wish to eat and whether to have milk or water to drink. They follow familiar routines that support their increasing confidence in selecting and peeling their own fruit, pouring drinks and placing crockery and peelings into individually identified bowls. Staff are aware of individual dietary requirements and ensure they are respected to promote children's welfare.

Children enjoy daily exercise indoor and outside. Inside they have balance beams, hoops, bean bags, join in with circle games and action rhymes. The garden has specific areas of play within it, for example, there is a large sand pit, an area where children can dig and look for mini beasts and a playground where they can pedal bikes, roll hoops and run around with their friends. Children enjoy playing games using the parachute and practise their balancing skills on the hopscotch mat. Their understanding of how their body changes in different weather is supported through discussions during play. For example, how they can see their breath in the air on icy cold days.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment where staff have identified potential risks and taken steps to minimise them. Detailed written risk assessments are completed and daily safety checks are recorded to ensure the safety of the children both inside and outdoors. However, redundant materials are accessible in the garden area and potentially compromises children's safety. Security has been addressed well and adults and visitors can only gain access to the group via a member of staff. A record of visitors to the setting is maintained and clear procedures are in place to ensure that children are not left unattended with un-vetted adults.

Toys, equipment and furniture are in good condition. Children learn to keep themselves safe through the clear, consistent reinforcement of safety by the staff, for example, no running and when playing in the water children are reminded not to throw it onto the floor as it is dangerous and they may slip over. Children's safety is maintained through the clear procedures followed in the event of an emergency evacuation. Fire drills take place regularly and records are completed and evaluated to ensure their ongoing suitability. Fire exits are clearly marked with 'Fireman Sam' pictures to promote children's understanding.

Children's welfare is promoted through the staff's good understanding and working knowledge of the signs of child abuse and neglect. A clearly written policy is in place and shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and enjoy a variety of interesting activities that are suitable for their varying abilities and stages of development. Positive relationships have been formed with the staff and their peers and children are cared for as individuals as staff have a good understanding of their needs. They develop self-confidence and positive self-esteem through the praise and encouragement they receive from staff and learn to share and take turns.

Children's activities are organised through the clear planning of a curriculum for all children taking into account the 'Birth to three matters' framework and the Foundation Stage of learning. Parents share their knowledge of their child's development with staff which forms the foundation for the planning and play they provide. Parents benefit from their children's art work displayed throughout the setting which reflects the activities and experiences their child is involved in when at nursery. Resources are plentiful, interesting and in good condition.

Nursery Education.

The quality of teaching and learning is good. Key staff use their knowledge of the Foundation Stage to plan a varied and interesting curriculum which enables children to progress towards the early learning goals. Observations are completed regularly and used to plan activities and monitor children's progress.

Children have formed good relationships with each other and the staff members and affection is spontaneously given and received. They chat happily and older children talk freely within a familiar group. However, the organisation of large group activities does not maintain the interest of children at different levels of development. Children show self-confidence and their self-esteem is encouraged through the positive interaction and reinforcement of the staff.

Independence is encouraged in everyday activities and routines, for example, when using the bathroom, selecting resources and when self-selecting fruit at snack time. Children are kind to one another and the older children support and encourage the younger members of the group. Children are confident and show enthusiasm for choosing songs or action rhymes. Staff praise children appropriately and they are proud of their achievements. Children are learning to recognise their name through the self-registration system on arrival and at snack time. Labels are also in place and displayed around the room in dual languages.

Children enjoy using different objects to look at shape and size and to compare using language such as heavy, light, big and small. They are being introduced to basic addition and subtraction through songs and play. Children sing about seven days of the week and the alphabet during key worker groups. However, more able children are not supported to recognise numerals or number order which does not maximise their learning in this area.

Children learn about the living world through discussion exploration and investigation. They grow plants and vegetables and monitor the changes that take place. They have a separate area of the garden to dig and explore the outdoor environment. Children were intrigued by the ice that had formed overnight and expressed that 'it looked like glass'. Children were supported

in collecting buckets of ice and bringing them indoors to monitor and discuss the changes that occurred.

Children have good opportunities to develop their physical skills on a daily basis. They use balls, balancing beams, a variety of tools for digging and raking the garden and sand to develop manipulative skills. They take part in music and movement activities which encourages specific control, coordination and expression. Children are excited and eager to be involved. They learn to throw and kick with purpose, jump and balance with support where needed. They learn about healthy eating through topics and activities and understand the changes to their bodies after exercising.

Children have daily opportunities to be creative with a wide range of mediums through planned and spontaneous activities. They express themselves through a variety of role play accessories and equipment and enjoy singing. Resources and activities continually encourage children to develop their understanding of other people's religions and beliefs. The children are actively involved in a good variety of activities that encourage their understanding of the wider community.

Helping children make a positive contribution

The provision is good.

Children's individual needs and preferences are known and respected by staff. Children learn about diversity and the wider world through discussion and cultural celebrations. Children enjoy a range of resources that portray positive images of race, culture, gender and disability including role play, dressing up, small world figures and books. Children are encouraged to talk about their feelings or to use expression cards and staff help them identify why they feel this way.

Children with learning difficulties and/or disabilities are well supported and included in every aspect of the day. They settle in at their own pace, follow their own interests and are encouraged to play with other children and try new activities. Staff ensure that children's individual plans effectively enable children to progress well. Children benefit from the strong relationships developed with parents and other professionals who support them in their life. Children's spiritual, moral, social and cultural development is fostered.

Prospective parents are welcomed into the pre-school to enable them to have a look around and discuss their child's needs and care. Children benefit from a gradual settling in programme which enables them to become familiar and confident in the routines of the day and begin to form relationships with the staff and their peers. Continuity of care is promoted through the detailed discussion with parents and the completion of an 'All about me' profile. This ensures that staff have all the relevant information about children in order for them to effectively meet their needs.

Partnership with parents and carers is good. They benefit from clear, concise information included in the setting's prospectus which informs them of the relevant policies and procedures. Newsletters, notice boards and daily verbal and written communication ensure that they are kept up to date and informed about their child's day and any forthcoming events. Displays and formal planning of the Foundation Stage is prominently displayed. Open days and parents evenings take place which allows more detailed discussion on an individual basis about children's development and progress. Parents are also involved in any themes and topics and are encouraged to bring things in from home to support the activities, for example, recently collecting items from the environment to create an autumn display.

Behaviour is good. Children are aware of rules regarding behaviour as they are reinforced consistently and calmly by the staff. They respond positively to the praise and encouragement they receive and staff reinforce this through visual signs, for example, happy facial gestures, use of symbols and 'reward' stickers. Staff are consistent in their management of behaviour and are positive role models, taking into account the different levels of development and understanding of the children.

Organisation

The organisation is good.

Children enter a welcoming, attractively presented setting. Staff are vigilant with regard to the welfare of the children and ensure that safety is addressed in all areas. Children's safety and welfare is maintained as they are not left unattended with people who have not been vetted. Toys and resources are freely available and children are confident and secure in the routines that are in place. There is ample space for the children to move around and staff are deployed effectively to ensure that children are well supervised and positive interaction supports their learning.

Clearly written policies are in place and shared with parents outlining the care provided. Written and verbal communication takes place with parents each day to ensure they are kept up to date and informed about their child's day. Detailed documentation is held regarding the children's individual needs and personal details and health records are completed.

Leadership and management are good. Staff demonstrate a clear commitment to developing a good quality service. The majority of staff hold early years qualifications and access training as part of their on going personal development. The setting assesses its own strengths and weaknesses through personal appraisals and team meetings which enables them to meet and plan. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider agreed to ensure the daily register shows hours of attendance for staff and children. A daily register is accurately maintained to show the hours of attendance by children, staff and visitors. This promotes children's well-being.

They also agreed to ensure the implementation of planning gives part-time children access to all areas of play. Thorough planning has been developed and provides all children with equal access to all aspects of play. Thereby promoting their learning and development.

The provider also agreed to ensure the central heating radiators are maintained at a suitable temperature or are made inaccessible to children. The radiators are made inaccessible through the use of portable display boards and the temperature of the water has been reduced to promote children's safety.

At the last nursery education inspection the provider agreed to improve the use of information gathered through the observations and assessment of the children to evaluate and plan for future learning and to improve

the opportunities for children to extend their vocabulary through structured activities and spontaneous discussion. A good range of activities and activities are provided and staff actively encourage children to discuss new experiences and thereby extend their vocabulary. Observations

and assessments are carried out and the information is used to inform future planning of activities and play opportunities.

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.

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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):

- ensure the outdoor area is made safe prior to children going out to play.

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 meaningful opportunities that introduce children to counting and numerals
- review the organisation of groups to provide appropriate challenge for all 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