

# Runnymede Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	203722
<b>Inspection date</b>	07 November 2007
<b>Inspector</b>	Janette Elaina Lockwood
<b>Setting Address</b>	Kiln Road, Benfleet, Essex, SS7 1TF
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<b>Registered person</b>	Runnymede 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?

Runnymede Pre-School is run by the Runnymede Pre-School committee and operates from a large and small hall within council buildings in Benfleet. A maximum of 40 children may attend the pre-school at any one time. The pre-school is open each weekday during term time from 09.15 to 12.10 and also operates a lunch club from 12.10 to 13.10 daily. The pre-school has access to an outdoor play area.

There are currently 40 children aged from two to under five years on roll. Of these, 22 children receive funding for early education. The pre-school serves the local area.

The pre-school employs 11 members of staff. Of these, 10 hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Staff provide children with a clean and hygienic environment and take steps to maintain children's health through minimising the spread of germs to children. For example, floors are swept and mopped immediately there are any spills. Children remain healthy whilst at the setting because staff have relevant first aid certificates and a good knowledge of how to deal with accidents. They administer medication only with parent's written permission, however, occasionally information is not recorded clearly regarding the circumstances in which medication should be given. As a result, this could lead to misinterpretation so children may not be given the medication as intended.

Children understand the importance of good self-care skills as they wash their hands after using the toilet and before snacks helping prevent the spread of germs. Children gain an increasing understanding of how to look after their bodies, for example, by talking to staff about washing their hands, brushing their teeth, drinking plenty of water, eating healthily and taking part in regular exercise. These gentle reminders help children to understand why it is important to look after themselves.

Some staff have attended hygiene courses and implemented procedures such as checking the temperature of the fridge to ensure children's food is stored properly. Children begin to gain an understanding of healthy eating as they talk to staff about different foods at snack times and during their imaginary play. Place mats showing different fruits prompt staff to begin conversations with children about healthy eating and children enjoy a wide range of healthy snacks such as pitta bread, vegetables and fruit. Children are able to help themselves to snacks so they can learn to make choices about the quantity they need or the type of food they eat so they develop very good independence skills. Children can help themselves to drinks throughout the session recognising when they become thirsty.

Children enjoy a range of physical play experiences, which are well planned both inside and outdoors, for example, on the field children use footballs, hoops, skittles and bean bags, play team games or use a parachute. They practise skills such as throwing and catching as well as following a range of movements and collaborating with one another. When it is not possible to use the outdoor area, staff use the space indoors to bring in scooters and bikes or set up the climbing frame so children have opportunities to use their large muscle skills. There are some opportunities for children to learn the effects of exercise on their bodies as staff talk to them about how they feel after exercise.

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

The provision is good.

The premises are warm and welcoming and children have ample opportunities to develop independence as they freely access a very good range of safe play materials and equipment suitable to their ages and stages of development.

Children benefit from a safe and secure environment because staff are vigilant and use their very good risk assessments to address any hazards across the setting both inside and out. Gates are used and doors are locked to prevent any children gaining access to other parts of the premises. Children are beginning to know some ways in which they can keep themselves safe

as staff talk to them about not running indoors, for example. They are learning about safety with staff as they practise their fire drills to ensure they know the procedure to follow in an emergency situation. Staff have a 'grab' box to take out in an emergency which contains all the necessary records and equipment to help keep children safe.

Children are safeguarded because staff clearly understand their role with regards to protecting children in their care. There are nominated staff for child protection who have attended recent relevant training in safeguarding children. The staff are aware of the comprehensive procedures which include what to do if allegations are made against staff and any existing injuries to children are recorded. All staff and committee members have been vetted and comprehensive systems to ensure children are protected from people who have not been vetted are in place. In addition, there are accurate details of visitors, staff and children in the setting which are clearly recorded showing times they arrive and leave the premises. As a result, children are safeguarded.

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

The provision is good.

Children are happy and confident and demonstrate that they are at ease in their surroundings, forming good relationships with staff, for example, cuddling into them during stories. They develop very good independence as they make their own decisions about their play and are supported by staff in their choices. For example, some children continue with their craft or paintings whilst others are in a group time which gives them time to become absorbed in what they are doing.

Younger children benefit from being with the older children as well as having dedicated time with children with similar abilities. They spend some time with their key workers who know them best and become skilful communicators as they begin to recognise their names at snack time. Children thrive in all aspects of their development becoming competent learners, for example, exploring shaving foam enthusiastically and using their developing imagination in role play.

Staff demonstrate their secure knowledge of the developmental needs of younger children and make very good use of the 'Birth to three matters' framework to provide an exciting and stimulating range of activities and experiences. They make regular observations of children's achievements, which are used to guide their planning ensuring all children develop at their own rate and have opportunities to be involved in a good range of experiences to stimulate their very early learning. The activities are evaluated in a comprehensive manner using the 'Birth to three matters' framework to detail what children gained from the experiences and to build on what children already know. This helps children to learn at their own pace.

### **Nursery Education**

The quality of teaching and learning is good. Children make good individual progress because staff have a secure understanding of how children learn and an in-depth knowledge of the Foundation Stage. They use an exciting range of teaching methods to involve children in all aspects of their learning and motivate them to become confident learners.

Staff make good use of routines, planned activities and children's free play to effectively question children, encouraging them to think about and solve their own problems, build their individual skills and learn new concepts. They have a secure knowledge of children's individual

capabilities and interests and use this, together with detailed written observations, to plan activities effectively that can be adapted to relate to all children. The plans detail clear learning intentions, building on what children know and can do.

Very good use is made of time and resources allowing children opportunities to freely access the resources offered and initiate their own learning. They work in both large and small groups and on a one to one basis with staff everyday which helps them to progress steadily towards the early learning goals.

Children show positive dispositions to learning and eagerly take part in activities. They are building their self-confidence and self-esteem as staff praise them and give them activities to help them achieve. Children are forming relationships with staff and their peers and look to them for reassurance, sometimes seeking their approval. However, children also show initiative, for example, mopping up milk they have spilt without asking staff for help demonstrating their self-care skills.

Children's early reading and writing skills are developing well as they practise emergent writing in a variety of situations such as putting their own names on their work or 'taking a food order' in the pretend café. They use a range of tools and materials as well as media such as shaving foam to practise drawing letters. The children's understanding of sounds and letters is reinforced each day in group time as staff ask them to say sounds and link words to them. Children use language for thinking during their play when they narrate what they are doing, additionally they use language during imaginative play to make conversations with their friends.

Children develop their understanding of number through routines such as counting the staff at registration and adding to the total when another one comes in. They have plenty of opportunities to explore mathematical concepts for themselves through working on a one to one basis on their understanding of counting and calculation. There are resources enabling children to sort, count, match and weigh and children use size language and make comparisons spontaneously. Children are very confident in using information technology and recognise the need to take it in turns when using the computer. Children learn about nature through collecting natural materials on nature walks and looking at features of living things such as insects. Children learn about the people around them and particularly talk about people that are helpful such as the police or nurses and staff arrange visits from them to bring it all to life.

Staff use good questioning to encourage children to talk about how different media feels, predict what colours they will make and discuss their real and imagined ideas. Children relish opportunities to be imaginative in a variety of role play settings and invite staff to join in with their play. Children enjoy having their work displayed as well as taking some home and are given opportunities to use their own ideas in their artwork. There are opportunities throughout the session for children to develop their hand-eye co-ordination and manipulative skills through using tools such as cutlery or woodworking tools. Children use small world toys to become more accurate in their finer movements as they grip tiny pieces and put them into the places they want them to be without disturbing the rest of the set up equipment.

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

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Staff offer them opportunities everyday to speak about their homes and families and learn to compare how one

another live. Children learn about others less fortunate than themselves through supporting initiatives such as Children in Need and staff talk to them about why they are helping.

Children learn about the world around them exploring different cultures linked to discussions and activities based around a variety of special days and cultural festivals. Consequently, children begin to recognise and value the similarities and differences between themselves and others.

Staff find out about children's home backgrounds and the setting provides a good range of equipment and posters that reflect diversity. Some staff have attended training regarding inclusion and tackling racial issues and as a result, all children feel a sense of worth and belonging in the group.

All children are valued as individuals and welcomed into the setting. Staff are aware of their special needs policy and there are very well trained staff to address any specific needs of children with learning difficulties/and or disabilities. Staff are committed to making their practice fully inclusive and have learned some basic signing which they have shown to children so they are ready to communicate to children who may have difficulties in this area.

Children know what is expected of them and talk confidently about the simple rules which are pictured on the wall. Staff are effective in managing difficult behaviour through distraction and gentle discussion. Continual praise and reinforcement helps to develop children's individual confidence and self-esteem and as a result, children's behaviour is very good.

Partnership with parents and carers is good. Parents of children receiving early education learn about the Foundation Stage and what their child will be doing through looking at the planning, themes and learning intentions on the large display screen. Parents are told that they can see their child's records at any time and staff send home a report detailing children's progress and achievements towards the early learning goals every half term. Staff do not actively encourage formal opportunities for parents to meet with the child's key worker to discuss their progress and less confident parents may not ask to see them.

Staff take some initiatives to help parents learn with their children at home by sending out 'homework' each week which is voluntary. The homework sheets come back to form part of the progress record and show how the child is learning at home. Parents are able to join in with praising children about their achievements as staff write on sticky paper for children to wear as badges. These detail their achievements relating to mathematics and communication language and literacy, for example, so parents know how well they have been doing.

Parents receive sufficient information about the setting's policies and procedures and the complaints policy is displayed prominently along with the relevant contact details for Ofsted. There are regular newsletters, parents are invited to coffee mornings and staff send out a comprehensive questionnaire once a year to get valuable feedback from parents about the service offered. The feedback is collated and a letter with the findings is sent out to parents, to tell them how the setting is going to address any issues the parents have highlighted. In this way, parents are directly able to influence their children's care and education.

## **Organisation**

The organisation is good.

Leadership and management are good. The setting is well organised and children benefit because staff are qualified and secure in their knowledge of the Foundation Stage, providing

a stimulating environment in which children begin their early learning. There is a system where the planning and delivery of the activities are monitored to ensure it is effective and that children's needs are met. The staff are constantly reviewing their planning for early education and are looking towards the future, making improvements to help keep abreast of any new initiatives and to take their knowledge from training forward.

Staff have a good understanding of the detailed policies and procedures and implement these effectively. They have clear roles and responsibilities and staff work well as a team to successfully promote good outcomes for children ensuring their safety and well being. Overall children's needs are met.

There is a highly effective operational plan which asks the question 'what is it like for a child here' and is organised into the five outcomes from 'Every Child Matters'. The plan is a living and working document that accurately reflects practice and is constantly reviewed to ensure it is consistent with current child care thinking.

The committee together with the supervisors ensure that there are robust systems for recruitment and vetting of staff to ensure children are safe and well protected. Very good systems are in place to induct, monitor and support new staff.

All the records and documentation are kept in line with the National Standards and contribute to the good practice that ensures children are cared for properly.

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

At the last inspection, to improve the standards of care, the setting was required to: update the registration system to include arrival and departure times and update the written procedure in the event that a child is lost. The management team have reviewed the registration system and now all children are signed in and out with the times of arrival and departure. The procedure to follow in the event that a child is lost has been updated to ensure the safety of children.

At the last inspection the setting was asked to provide more opportunities for children to develop information and communication technology skills through the use of everyday programmable toys. The children now have regular access to two laptops which they use very well and additionally use programmable toys themselves more often.

### **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**

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 all details in the medication record are included and clearly recorded

### **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):

- encourage more regular opportunities for parents to view their child's progress records and talk to their key person.

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)