

# Easton Pre-school Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	251468
<b>Inspection date</b>	06 July 2007
<b>Inspector</b>	Glenda Kathleen Field
<b>Setting Address</b>	Easton Village Hall, The Street, Easton, Woodbridge, Suffolk, IP13 0ER
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<b>Registered person</b>	Easton Pre-School Group
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Easton Pre-school is committee run. They opened in 1974 and operate from the village hall in Easton, Suffolk. Children have access to a secure outdoor play area. A maximum of 24 children may attend the pre-school at any one time.

The pre-school is open during term time only on Monday, Wednesday, Thursday and Friday mornings from 09.15 to 11.45 and Monday and Wednesday afternoons from 12.30 to 15.00. They also operate a lunch club on Monday and Wednesday from 11.45 to 12.30, and Friday from 11.45 to 13.00.

There are currently 25 children on roll. Of these, 18 children receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities. Three members of staff are employed all of whom hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). The setting is currently working towards the Suffolk Quality Assurance Scheme.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay healthy because they are cared for in an environment which encourages good health and hygiene practices. High standards of hygiene throughout the setting ensures children are protected from the spread of infection, for example tables are cleaned before and after snack and lunch. Children are learning to keep themselves healthy through understanding the importance of washing their hands before eating and after using the toilet. Children are protected from illness and infection as the setting has a policy about the exclusion of sick children, and should a child become unwell whilst at the group there are good procedures in place to advise parents or to seek emergency advice or treatment. All the required documentation pertaining to the administering of medication and recording of accidents are in place. Children are able to rest on soft seating or large comfortable floor cushions in the book corner.

Children's dietary needs are well met. Staff work closely with parents to ensure any dietary needs are met. Snacks are well balanced and include fresh fruit and vegetables such as apple, pear, banana and cucumber with water and milk to drink. Water is available to children at all times throughout the session. However, the jugs and beakers are placed on the serving hatch to the kitchen which is too high for children to access independently to satisfy their own needs, should they feel thirsty. A lunch club operates three days of the week when parents provide a packed lunch for their children, the setting provides drinks of milk and water.

Children's physical health is very well promoted as they have daily access to the outside play area and activities which helps to develop strong muscles and bodies. Children experience wheeled toys which they confidently manoeuvre, sand play, climbing equipment and slides. Opportunities are also made for children to use large paint brushes and water to paint the concrete and to water and care for flowers and vegetables they have planted. Regular walks are taken to the local primary school and library van. Physical play activities such as yoga, balance beams and a mini-trampoline are provided inside, ensuring that children enjoy physical play in all weathers.

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

The provision is good.

Children are cared for in a very welcoming, safe and secure environment where all visitors are monitored upon arrival and departure. Children are kept safe by the appropriate procedures in place, such as the effective routines for their arrival and departure. They have adequate space indoors and outdoors, to experience a good range of activities to promote their overall development. Children are able to move freely around the setting which supports their developing independence.

When going on outings children are kept safe as staff ensure they have completed a risk assessment of the place of interest ensuring it is appropriate and suitable for the children. Children are beginning to understand about keeping themselves and others safe when staff talk to them about walking inside the building, sitting properly on chairs and being aware of others when exploring resources. Children are also learning to keep themselves safe in an emergency by their involvement in the practising of fire drills.

Children have access to an extensive range of resources which meets their needs in all areas of their development. These are easily accessible from low-level shelving and floor based containers, this ensures children have equal access and gain independence through making appropriate choices. Child size tables and chairs are used throughout the setting.

Children's welfare is effectively safeguarded and promoted as staff have completed child protection training. The setting has a child protection statement in place along with all the required documentation, which is made readily available to parents via the notice board. All staff have a clear understanding of their role in child protection and are able to put appropriate procedures into practice when necessary to protect children from harm.

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

The provision is good.

Children are confident, independent and developing their self-esteem. They ask questions and respond to new challenges by questioning and using their own initiative. All children have their individual needs met and are developing a good range of knowledge and skills because the setting plans and provides activities and play opportunities that enable children to achieve.

Children begin to distinguish right from wrong and form positive relationships through the staff setting consistent boundaries and supporting the children appropriately to develop these skills. Children show a good level of interest in the provided activities and respond to staff who interact well in their play. They enjoy whole group activities where they share stories and songs.

The setting uses the 'Birth to three matters' framework extremely effectively. Information relating to the framework is displayed, including daily session plans. Observations are made of children and the information is transferred to their individual learning story records.

### **Nursery Education**

The quality of teaching and learning is good. Staff have good knowledge of how children learn and a sound understanding of the early learning goals and the stepping stones within them. A key worker system is in place and staff know the children well. Staff are interested in what children say and do and manage children's behaviour well. They plan a range of adult-led and free play activities for children to experience. The sessions are balanced to enable children to experience group times, outside play and to pursue their own interests. Long, medium and short term plans are in place and clearly evidence the aspects of learning. Focussed activities are planned, show differentiation and are evaluated to determine whether the identified learning outcome was achieved for all children. Observations are made and transferred to children's learning story records detailing the next steps in a child's learning.

Children have excellent self help skills, they are able to manage their own needs such as washing their hands using the pump soap dispenser and pouring their drinks at lunch time. However, they are not encouraged to pour drinks for themselves at snack time. They are developing good relationships with staff and visitors, for example singing a song to the inspector, adding that the song had been taught by a parent. Children are co-operative and well behaved, with staff managing their behaviour positively. They are learning to share and take turns, for example, sharing the bucket of water for painting outside and taking turns when playing board games.

Children are using language effectively to communicate, they are confident to talk to staff, who encourage them to chat about what they are doing and what will happen next, such as

when mixing coloured paints. Children handle books carefully and are beginning to understand how books and words are meaningful. Children use one handed tools and equipment such as pencils, crayons, brushes, scissors and play dough cutters confidently. Some children are beginning to attempt writing for a purpose, for example, during role play.

Children are beginning to say and use number names, such as when counting the number of children present at snack time. Most children are able to count to ten unaided and some well beyond ten. There are opportunities for children to develop their understanding of simple calculating and problem solving through the daily routines, for example, they know that to make a chute longer a smaller dimensional tube needs to be placed inside a larger tube. Some children are able to recognise and name different shapes and to use mathematical language such as larger and smaller, for example, when playing with assorted wooden blocks.

Children have access to a computer every session and children's understanding of information communication technology is being developed as they operate the mouse with increasing control when completing a programme. Children are beginning to develop a sense of time and place through the routines of the setting and when talking about how they spent their time at the weekend. There are many opportunities for children to examine objects and living things closely to encourage their investigation skills, such as caring for the settings goldfish and tadpoles changing to frogs. Children also grow potatoes, runner beans and flowers in the garden of the setting. Children show interest in the world in which they live, for example, they know their way around the setting and they create scenarios with small world equipment. Visitors to the nursery such as the dental hygienist, midwife, primary school teacher, musician and yoga teacher enable children to learn about their community. Children gain an awareness of the cultures and beliefs of others through resources offered and topics such as Chinese New Year, Diwali and American Independence Day.

Children explore colour and correctly name colours and they are beginning to experiment with mixing the colours together and talking about what's happening. Children explore different materials in the craft activities such as materials, glitter and sponge printing. They have opportunities to express their own ideas with free painting at easels, imaginative play opportunities and building with constructions sets. Children's imaginative play is fostered with role play activities such as dressing up clothes and home corner equipment. They mix cornflour water and sand to make a plaster like substance which they use with child-size tools to plaster the slabs and bricks.

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

The provision is good.

All children experience a meaningful range of resources that promote a positive view of the wider world and increases their awareness of diversity and understanding of others. Children learn about their local community from visitors to the setting, for example, the midwife, primary school teacher and dental hygienist.

Children play together harmoniously and alongside each other, amicably sharing and taking turns with all the resources. For example, three children played happily together at the computer whilst trying to complete a programme. They experience good role models in the staff who treat each other, the children and the environment with respect. Children's behaviour is very good.

The setting has good procedures in place to care for children with learning difficulties and disabilities. The Special Educational Needs Co-ordinator (SENCO) for the setting shows a good understanding of her role. The documentation and knowledge required to support children's care and aid their development is in place.

The partnership with parents and carers is good. Parents receive full information about the nursery and the Foundation Stage in the settings prospectus. Policies and procedures of the setting are made available on the parents' notice board. Parents are informed about the groups long, medium and short term plans through newsletters and notice board information. Children benefit from the close relationships built between parents and staff when they verbally exchange information at the beginning and end of the sessions. Parents are encouraged to meet with staff to view and contribute to their child's assessment records. They, and their children, are supported through the settling in time. Staff ensure that they have all necessary information about children to enable them to provide continuity of care. Therefore, children's care is enhanced through a good working partnership.

Children's spiritual, moral, social and cultural development is fostered because they are developing confidence and self-esteem, behave well and have a good understanding of right and wrong. Children relate well to each other and staff, and are developing an understanding of their community through visitors to the setting and outings made. Children are beginning to show an understanding of other cultures and beliefs through topics and activities offered.

## **Organisation**

The organisation is good.

Children are cared for by staff who are well qualified and have a clear understanding of the needs of children. An induction procedure is in place to ensure all staff are aware of policies and procedures and are able to implement them. The setting is well organised to provide for the needs of all children. Daily routines provide opportunities for children to develop in all areas of learning, both inside and out. All the required policies and procedures are in place which ensure the efficient management of the provision, however, the fire drill records require further information.

The leadership and management is good.

The organisation of the setting ensures that children are cared for in an environment where there are qualified and suitable staff to meet the needs of all the children attending. Policies and procedures protect children and are effectively implemented to promote all the outcomes for children. The management and organisation of the setting is proactive in ensuring that the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. All children are supported appropriately to achieve their potential by staff knowing their starting points and working with parents and carers to support this progress. Staff have clear job descriptions which are used as a basis for appraisal. Good teamwork is developed and systems are in place to ensure clear communication takes place between the management committee and staff. Training needs are identified and opportunities provided for staff to access relevant courses. The quality of care and education is monitored to ensure strengths and areas for improvement are identified, with all staff working together to act upon them. Overall children's needs are met.

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

At the last inspection the setting agreed to review planning and the development records for children aged two, review safety procedures regarding the entrance door and development policies to be in line with current legislation. The nursery education inspection required the setting to introduce a system to monitor and evaluate the quality of teaching. Also make greater use of the outdoor area to promote imaginative play and understanding of the natural world.

Planning for children aged two is in place using the 'Birth to three matters' framework and developmental records are kept for each child. The entrance door has been fitted with a sliding bolt and safety chain thus ensuring children's safety. The pre-school have worked extremely hard to enhance the outdoor play area, there is now a garden where children grow flowers and vegetables. Communication tubes, sand and water play and wheeled toys are used in the paved area and a large grassed area is available for large physical apparatus. These improvements enhance children's imaginative play and their understanding of the natural world.

### **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 that children can access fresh drinking water freely throughout the sessions
- ensure records are complete: this applies to fire drill records.

#### **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 children's independence by enabling them to pour their own drinks at snack time.

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)