

Lampits Pre-school

Inspection report for early years provision

Unique Reference Number 204366

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Inspector Greg Wolff

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Registered person Lampits Pre-School Committee

Type of inspection Integrated

Type of care 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.

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?

Lampits Pre-school opened in 1987. It operates from the purpose-built First Steps Hall sited adjacent to the local infant and junior schools. The pre-school serves the local area.

There are currently 77 children from two to five years on roll. This includes 56 funded three and four year olds. Children attend for a variety of sessions. The setting supports a number of children who have learning difficulties and/or disabilities.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and 12:30 until 15:00.

There are 12 staff working with the children. The pre-school is working towards half the staff holding early years qualifications to NVQ Level 2 or above. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's individual health requirements are met. The staff team's good knowledge and understanding of the setting's health policies and procedures ensure that children's well-being is well supported. However, there are currently no sinks in the toilet area. This means that one sink is being used for hand washing and the washing of dirty resources and equipment. Therefore, children's welfare is potentially compromised. Staff are knowledgeable about individual children's needs, and ensure that they are suitably trained to provide necessary intervention where there are risks. Clear and well-maintained routines are in place to ensure children benefit from a clean environment. This is supported by good information given to parents regarding children's health issues, such as exclusion times relating to childhood ailments, thus reducing the possible risk of cross infection for children.

Children develop some personal independence, though opportunities for extending this are not currently taken. For example, staff serve children their snack; it is presented artistically on platters and children can pick what they wish to eat. However, there is little chance for children to use their own initiative with regards to preparing or cutting their food. Children do manage their personal care needs independently and are developing an understanding of things that may affect their health, such as germs and eating healthy foods.

Snacks and meals provided are healthy and children enjoy a good balance of foods. The setting provides fruit, vegetables, cheese and bread amongst a wide variety of healthy snacks. Drinks are made available to children at all times by means of a water cooler in the main hall.

Children of all ages take part in a range of activities that promote physical development and co-ordination. Daily access to the excellent outdoor play space and resources ensure that children are developing large motor skills and good spatial awareness. For example, they learn about movement and spatial awareness by riding on the numerous bicycles and push-alongs that are provided.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe in the setting. They are able to move safely around the learning environment throughout the session as staff have taken steps to ensure that all potential hazards have been minimised. For example, the structural poles throughout the room have been covered with padded foam pads to ensure that children are safe at all times. Practitioners understand the need to be vigilant about children's safety and ensure this by the implementation of comprehensive written daily risk assessments and detailed health and safety policies and procedures across the provision.

Children are protected because practitioners have an in-depth knowledge of child protection issues, recognise their role and responsibilities and know how to implement pre-school and local child protection procedures. The recording of all staff, children and visitors to and from the pre-school, policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm. These include the use of passwords for persons collecting children who are not their own.

Children benefit from the wide range of equipment and resources available which are suitable for the ages of children attending. Procedures are in place to ensure equipment is safe and well-maintained. Children access resources which are made available by staff independently across the provision, which helps to develop and sustain independence.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the pre-school. Staff are very aware of the individual children; they offer a good level of support and assistance to children who require help in leaving their main carer. Children thoroughly enjoy their time within the pre-school. They achieve well due to the staff's understanding and use of early years guidance such as the Foundation Stage. Staff use these, along with the very wide range of interesting and appropriate resources, effectively, to plan an interesting and stimulating range of activities which provide good quality care and education.

All children are able to select the toys and resources they wish to use from the range that is provided by the staff. Children are very comfortable within their environment and receive a good level and quality of support. Children make friends with their peers and they develop good relationships with the staff team. All children play happily and older children initiate conversations and involve other children and adults in their play. Staff provide children with a high level of interaction both in planned and free play activities.

Nursery Education.

The quality of teaching and learning is good. Children are confident in their surroundings. They enthusiastically select the toys and resources they wish to use from the large variety available. Children develop their independence skills through a range of planned activities, toys and equipment. They are enthusiastic to assist in daily tasks, for example, tidying up and selecting stories to be read to the group. Children sit and listen well at group times; staff encourage them to put forward their thoughts and feelings, which they do with confidence, such as ideas about what will happen next in stories that are not known to them. Children are well behaved and are aware of the expectations and boundaries in place, for example, not running in the hall and sharing the toys and resources. These rules have been developed by the staff with guidance from outside professionals.

Children love books and stories and look at books on their own or in small and large groups with staff members. Children confidently join in with stories and anticipate what may happen next. Staff provide children with many opportunities to mark-make and practise their emergent writing through everyday and fun activities. Children count up to 10, and many count beyond this. However, staff do not always plan activities which challenge older and more able children fully. Children are confident in their use of simple calculations and have opportunities to use these skills each day, for example, counting the number of plates on the tables at snack time and calculating how many more are required. Children use mathematical language in their play, such as 'longer', 'shorter', 'above' and 'beside'.

Children are keen to discover about the world around them. Planned themes develop children's awareness of different cultures and traditions, particularly those of their peers. For example, staff plan to celebrate a Greek Orthodox Naming Day with the children as this is part of the calendar of a child currently at the setting. Children enjoy and participate in a good range of physical activities to assist them in developing their large and small motor skills, for example,

by using the outside play equipment in the pre-school grounds. Children and staff enjoy singing songs together, particularly those with actions that they can join in with.

Staff provide a number of animals such as a rabbit, stick insects and land snails for children to learn about and care for. Children handle these animals and take care of them, finding out what they eat, how to keep them clean and healthy and about their life cycles.

Staff find out about the child right from the beginning, through discussions with parents and other professionals who may be involved with them. They have a good awareness of the needs, interests and skills of the individual children in their care and use these to plan a stimulating and exciting range of activities. They assess and evaluate each activity and individual children's performance so that plans for the next steps can be adjusted accordingly. Staff have a good understanding of the Curriculum guidance for the foundation stage and have attended a briefing on the Early Years Foundation Stage. Planning is flexible and is adapted to meet the needs and interests of the children. Though a majority of staff remain unqualified, there are always more staff on the premises with appropriate qualifications than without and this ensures that children receive good education at the setting.

Helping children make a positive contribution

The provision is good.

Children show a good attitude towards one another and are confident and self-assured. They flourish in the pre-school because they are well supported by practitioners who encourage them to become autonomous and competent learners. Children play well together, learning to share and take turns, and they negotiate this with confidence. They show genuine concern for one another and benefit from the excellent example set to them by the staff team.

Children develop a secure sense of belonging and confidently take on responsibilities within the pre-school, such as helping to clear up after themselves. Behaviour is good and children mostly show high levels of independence, confidence and self-esteem as practitioners continually praise and value their achievements. All children and their families, including those with learning difficulties and/or disabilities, receive good levels of support from practitioners, enabling them to thrive and make good individual progress. The Special Educational Needs Co-ordinator works well with parents and other agencies to ensure that individual care plans are appropriate and offer children achievable goals within the setting. Children gain a well developed respect for themselves and others as they learn about their local community and the wider world and value and celebrate their differences and similarities. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from an effective partnership with parents, ensuring their individual needs are fully met and they make progress in their development. Parents are fully involved in their child's learning and how they can support this in the home because highly effective communication takes place between practitioners and themselves, for example, through the book bag scheme and regular contact. Parents help the setting by arranging and taking part in fund raising activities and have been very successful with the amounts they have raised.

The partnerships with parents and carers is good. Practitioners pay high priority to establishing and securing the links between home and pre-school, ensuring parents are involved in their child's learning. Parents receive detailed information and discuss the curriculum and the philosophy of the pre-school, which helps them to understand how their child learns and develops through play. They work together with practitioners to assess their child's ongoing

achievements and progress and agree the next steps for development. This helps to ensure all children make good progress and allows parents to play a full part in their child's learning.

Organisation

The organisation is good.

The staff team use their shared knowledge to ensure that children make progress in all areas. Practitioners demonstrate a high level of knowledge of the setting's policies and procedures and implement these effectively to ensure that children are kept safe and well. Documentation is in place to support the setting's practice. Staff deployment rotas are devised to ensure that there are always sufficient qualified staff on the premises, despite the number of currently unqualified staff on the team.

There is an ethos of reflective practice throughout the setting, instigated by a hands-on and confident manager, with staff making clear and regular evaluations of what they do in order that children continue to flourish. Children benefit from good staff ratios which ensures that they are consistently well supported.

The leadership and management of nursery education is good. The committee and the manager are passionate about early years education and are developing a skilled, enthusiastic and dynamic staff team. Staff show commitment to children's achievement and development, which is demonstrated by the children's enthusiasm for, and involvement in, their learning. There is good recognition of individual staff skills within the team, resulting in confident staff who are proactive in ensuring an inclusive environment where every child matters.

Overall children's needs are met.

Improvements since the last inspection

At their last inspection, the setting agreed to conduct a risk assessment on the premises identifying action to be taken to minimise identified risks. A comprehensive written risk assessment is now completed daily both inside and outside of the building. This ensures that children remain safe whilst at the setting.

The setting also agreed to review and update policies, procedures and the operational plan in line with the revised National Standards and ensure that they are shared with staff and parents. All policies and procedures, as well as the operational plan, have now been updated in line with the revised National Standards. A parents' pack is given to all parents prior to starting at the setting and this contains all policies and procedures. Staff files contain all policies and procedures and are updated following any revisions which are then discussed at staff meetings. In this way, children benefit from a staff team that know and understand what is expected of them and parents can be sure that their children are being cared for effectively and safely at all times.

Complaints since the last inspection

Since 01 April 2004 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 that there are sufficient sinks available to children and that they are suitable for purpose
- ensure that sufficient staff are qualified to Level 2 or above.

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):

- provide opportunities for older and more able children to extend their learning and reinforce their independence
- ensure that children's social development is maximised by using all opportunities to interact with staff and their peers. This refers to 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