

# Nomansland Pre-school

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 145931          |
| <b>Inspection date</b>         | 10 October 2007 |
| <b>Inspector</b>               | Helen Mary Ball |

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|---------------------------|---|
| <b>Setting Address</b>    | Nomansland Methodist Chapel, Forest Road, Nomansland, Salisbury, Wiltshire, SP5 2BP |
| <b>Telephone number</b>   | 01794 390108  |
| <b>E-mail</b>             |   |
| <b>Registered person</b>  | Nomansland 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?

Nomansland Pre-school opened in 1986 and is registered for sessional day care for 17 children aged from two to five years. The pre-school is open on a Monday and Friday from 09:00 to 12:30 which includes an hour for lunch club, and on a Tuesday and Thursday 09:00 to 15:00, which also includes a lunch club, and on Wednesdays from 09:00 to 11:30, during school term times only. There are currently 27 children on roll of whom there are 22 funded three and four year olds. The pre-school is able to provide support for children with learning difficulties and/or disabilities and children with English as an additional language.

The pre-school operates from the community room attached to the chapel in the village of Nomansland, which is situated on the edge of the New Forest. The pre-school is able to create its own environment and leave children's work permanently on display. The pre-school has a kitchen and children's toilets. The rear garden consists of a grassed area with a permanent sand pit and garden shed. The front area has a hard surface to allow children to ride bikes.

A total of three staff work with the children, two of the staff have appropriate child care qualifications with one in training. The group receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and well-being are efficiently promoted. Children respond well to routines and learn about personal hygiene, they wash their hands before eating and after using the toilet. Children's health is underpinned by the maintenance of all required documentation such as accident, incident and medication records.

Children learn to use simple tools such as scissors, brushes and pencils. They are physically active, and staff provide a variety of activities both indoors and outside, for example, children enjoy parachute games as well as opportunities to climb, pedal and balance. Children relish the indoor music and movement sessions when they learn to move with coordination and control.

The pre-school actively promotes healthy eating and provides a selection of fruits for the morning snack. However, some play opportunities are lost when children sit for long periods at snack time, this means that children cannot always complete tasks to their own satisfaction. Children bring their own packed lunches if they choose to stay for the lunch club and they sit together at the table to eat, this helps them to develop relationships and confidence in speaking to each other.

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

The provision is good.

Children settle quickly and are relaxed in this small friendly group. The environment is welcoming and colourful displays of children's work help children to develop a sense of belonging. Children benefit from an enclosed outside play area, and indoor space is effectively organised. This enables children to move freely and access the wide range of toys and equipment which is suitable for their developmental needs.

Children's safety is promoted because staff supervise children closely. The premises are secure and effective evacuation procedures are in place. Staff carry out daily risk assessments to ensure that the premises are safe. Staff are skilled at supervising children whilst ensuring that children's independence is not compromised.

Children are safeguarded because staff understand the signs and symptoms of child abuse, and have procedures to follow in the event of concerns.

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

The provision is good.

Children arrive at the pre-school and settle quickly. This is a small rural group where the friendly staff create an atmosphere where children have fun. Staff understand when children need support and when they want to work alone, and this helps children to develop self-confidence and self-esteem.

The quality of teaching and learning is good. Children are happy, enjoy coming to the setting and have a positive attitude to learning. They access a range of good quality resources which support their development across all areas of learning. Children form good relationships with each other, and they are learning to share and take turns. These skills are promoted by the provision of good quality board games; staff lead small groups in playing games and they encourage children to think about whose turn is next and to take turns in listening to each other. However, staff do not always monitor how long children spend at self-directed activities and this means that some children may not have equal time to play, for example at the computer.

Children speak confidently and are keen to offer their own ideas. They benefit from a language-rich environment and they delight in learning letter sounds through the Jolly Phonics scheme. Children learn that print carries meaning and enjoy using their emergent writing skills in their play. Some children can type their name on a keyboard and most can recognise their names on a name card. Children have ample opportunities to practise counting, adding and subtracting during everyday routines such as snack time, lunch time and through simple songs, rhymes and games.

Children are curious and relish activities which allow them to explore their senses, for example, they enthusiastically join in a well-planned food tasting activity. Children taste a variety of foods including peppers, pineapple, sweet and salted popcorn, as well as toast with a variety of toppings and garlic bread. Staff encourage children to describe the foods and children enjoy using vocabulary such as crunchy, savoury and juicy. Children use the computer with confidence, although there are limited opportunities to use electronic toys to support their learning. Children are interested in the world around them and benefit from opportunities to plant flowers and herbs in the pre-school garden.

Children's creative development is a strength of this setting. They have ample opportunities to express themselves through the wide range of art and craft activities, as well as through music and drama. Children particularly enjoy performing in the termly shows which they perform to parents, delighting the audience with their singing and acting skills. Children's self-esteem is high and their confidence grows as they respond to the applause and praise for their efforts.

Staff find out about children's skills, needs and interests right from the start and use this information to help children achieve. Staff know children very well, and this means that children are able to progress at their own pace. Staff use their observations to monitor and record children's achievements; this helps them to plan experiences to develop children's next steps in learning. Overall, children make good progress in their learning given their capability and starting points.

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

The provision is good.

Children's self-esteem is high because staff offer consistent, relevant praise and encouragement. Children play an active role in the life of the setting and are encouraged to offer their own ideas for the planning of future activities and in planning the end of term shows. Staff value what children say, and this builds children's confidence. Children learn about a variety of cultures and festivals through planned activities such as Chinese New Year or Diwali. The setting welcomes children with learning difficulties and/or disabilities, and has systems in place to support their needs. Staff are good role models and have realistic expectations of young children. As a result, children's behaviour is good. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents are kept informed about their children through informal discussions at the beginning and end of each session, and parents report that staff are approachable. An active parent rota means that there is ample parental involvement at each session. Parents are involved in their children's learning. They are informed of the letter and number of the week and help their children to find objects for the interest table. Although parents are welcome to view their children's assessment records at any time, there are few formal opportunities for them to discuss and comment on their children's progress. Staff offer continuous reassurance to parents, particularly when children are new to the setting and parents are welcome to stay with their child for as long as necessary. This means that parents and children quickly become confident in the provision. A complaints procedure is in place, together with a system to record complaints. This means that any concerns can be addressed effectively. Overall, children benefit from their parent's involvement; this significantly contributes to their good health, safety, development and learning.

## **Organisation**

The organisation is good.

Staff work well as a team and this ensures seamless care for children. Children are safeguarded because the setting has developed a clear system for checking the suitability of staff and committee, and all essential records are maintained. Children benefit because staff know children well, and this means that they develop strong relationships with children. This helps children to feel secure. Space is well organised and the premises are secure. Ample resources support children's learning and children have some opportunities to use information technology. Children are familiar with the pre-school routines although some daily routines can restrict children's freedom to play and complete tasks to their own satisfaction.

Leadership and management is good. Children benefit from a dedicated staff team whose enthusiasm is infectious. An active management committee supports the supervisor, who is a good role model and who offers clear guidance. The supervisor ensures that staff are organised so that they spend maximum time working directly with children, allowing children to benefit from plenty of support. They arrive early each morning and are clear, in advance, what they will be doing each day. The supervisor works closely with the local primary school and this means that children learn areas of the curriculum, such as phonics, in a consistent way.

Overall, the pre-school meets the needs of the children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection, actions were raised requiring the setting to keep a record of existing injuries; to ensure that procedures are in place to be followed in the case of accidents; to ensure that registers are accurate; to ensure that Ofsted is kept informed of any significant changes and to devise a system to record CRB checks for all adults who have contact with children. Since the last inspection, the setting has employed an administrator. As a result, all actions have been addressed and this means that children's health and welfare is protected, and children are safeguarded. In addition, an action was raised requiring the setting to maintain a complaints log. This is now in place which means that all regulations are met.

At the last nursery education inspection, a recommendation was made for the setting to ensure that children are not expected to sit for long periods of time and that their interest in their learning is maintained. Children are now encouraged to sit for short periods of time, such as at registration and story time. This helps them to maintain interest in their learning. However,

children sit for longer periods at snack time. In addition a recommendation was raised to continue to plan and develop the use of information technology to support children's learning. This is still an area for improvement.

### **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):

- consider further ways to present snack time so that opportunities for children to play are maximised

#### **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):

- continue to plan and develop the use of information technology to support children's learning
- continue to develop ways to involve parents in the assessment of children's achievements and in planning children's next steps in learning
- consider ways in which children can regulate turn taking so that each child has an equal time at activities, with particular regard to the computer (also applies to childcare)

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