

Pinewood Family Group

Inspection report for early years provision

Unique Reference Number	507921
Inspection date	05 November 2007
Inspector	Catherine Hill / Hazel Stuart-Buddery
Setting Address	C/o Pinewood Infant School, Pinewood Park, Farnborough, Hampshire, GU14 9LE
Telephone number	01252 511 885
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Registered person	Pinewood Family Group
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?

Pinewood Family Group opened in 1983. It operates from a classroom within Pinewood Infant School. They also have use of a fully enclosed outside area. The school is set within a residential estate in Farnborough, Hampshire. The group serves the needs of families in the area and the intake reflects the local community.

The group is registered for 26 children aged between two and under five years, although children are usually aged two years nine months before being offered a place. There are currently 55 children on roll. This includes 52 funded children. Children attend for a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities and those children who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 08.45 to 11.45 and 12.15 to 15:15. Tuesday and Thursday afternoons are getting ready for school sessions.

There are nine part-time members of staff who work with the children. Staff hold an early years qualification or are working towards one. The setting receives support through a teacher mentor from the local school and the Early Years Development and Childcare Partnership.

The pre-school is accredited through the Pre-school Learning Alliance's accreditation scheme, Aiming for Quality.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children keep healthy at the pre-school where staff follow good health and hygiene procedures. Rooms and resources used by children are maintained to a high standard of cleanliness. Children follow simple good health procedures as they wash their hands after messy play, before eating their snack and after attending to personal hygiene. The pre-school's policies and procedures protect children from illness and infection and staff ensure children put on coats to protect them from the cold during outside play. All the staff have first aid certificates which means children receive appropriate care if they have an accident. A well stocked first aid box is maintained on site with regular recorded checks of the contents. Staff maintain accident and medication records and pre-school documentation shows that the setting is aware of the need to obtain written parental consent for emergency treatment or advice, although this has not yet been obtained.

Children have very good appetites and enjoy snack time. They sit sociably together and choose from a variety of fruit portions on offer, such as banana, apple, orange, pear and grapes. They can freely access drinking water during sessions and have milk or water at snack time. Staff follow good hygiene procedures as they prepare fruit for snack and are alert to children's specific dietary requirements. Children enthusiastically take part in physical activities which promote their good health through exercise. They have daily opportunities for outside play in the fresh air. They confidently manoeuvre around each other as they use wheeled toys, demonstrating good coordination skills. They ably climb the steps on the climbing frame, slide down and practise their balance skills on the rope walkway.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff effectively organise space and resources to provide children with a positive, stimulating environment for their care, learning and play. A range of children's individual artwork is attractively displayed within the room alongside collage posters depicting night and day, key word labels and information for parents, for example pre-school activity plans. Children are greeted warmly by staff and settle quickly to an activity of their choice. They move freely and independently from one activity to another and have access to resources which promote learning in all skill areas. For example, they absorb themselves in imaginary play with small world resources, freely paint, and sit and use the computer.

Children play in a safe, secure environment and receive good levels of supervision from staff who are alert to potential hazards. Staff quickly sweep up spilt sand so it does not become a slip hazard and strategically position themselves by the outside climbing frame to support children using it. Staff check the premises daily for safety and develop children's awareness of safety through planned topic work, for example on road safety, and through discussion on current events, such as fireworks night. Children learn how to keep themselves safe whilst at the pre-school as they take part in regular recorded fire drills. Their welfare is safeguarded by staff who are vetted and understand the procedures to follow if they have any child protection concerns. The pre-school has a detailed child protection policy to support their practice and

maintains records of incidents and/or existing injuries children may arrive with, although these records are not countersigned by parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy at the pre-school and have fun as they play and learn together. They spend their time purposefully and enjoy the balance of activities available to them. Staff plan activities, having regard to both the Birth to three matters framework and Foundation Stage curriculum, which give all children opportunities to achieve and develop their skills. Children receive sensitive support from staff who take a genuine interest in their play. Staff ask children questions during play to stimulate thought but understand when to step back and allow children time for independent exploration of resources. Children, for example, absorb themselves in imaginary play with the small world garage and cars and sustain play for a long period as they methodically line all cars on the top floor of the garage until they have room for no more.

Nursery education

The quality of teaching and learning is good. Children make good progress in their learning and development because staff have a good knowledge of the Foundation Stage. Most staff have received training in this area. Staff who have not been trained are fully supported and work closely with a trained member of staff. Staff progress children's skills because they have a good knowledge of children's current levels of achievements. All staff make regular observations on the children and their development note books are completed regularly. However, this information is not transferred regularly to the stepping stones achievements records, which means that staff cannot identify at a glance where each child is within the early learning goals or what their next steps of learning are. Information is sought from parents before their child starts at the pre-school to ensure that staff can pitch activities according to the individual needs of the child.

Children make good progress towards the early learning goals. They are keen to learn and occupy themselves by engaging in a good range of activities. Children arrive happily and separate from their carers easily. They are developing their independence skills as they wash their hands routinely and get on their own coats to play outside. However, opportunities are missed to further develop their independence during snack time, as they do not pour their own drinks or help to prepare the fruit. Children play well together, sharing resources and taking turns. Their literacy skills are developing well. During circle time staff link the current letter of the week to the sound. For example, F for fireworks, and children are encouraged to make the sound out loud. Key words displayed around the room help children to understand that print carries meaning. Children have daily opportunities to mark make during planned focus activities and role play. Some children are confident in numbers. With help from the staff they count 17 children. Numbers are displayed around the room to give children constant reminders and they have free access to a wide range of resources that encourage them to count, compare, weigh and measure.

Children enjoy making their own play dough. They explain confidently that they mixed flour, salt, red paint and oil and gradually added water until the consistency was right. They all help to knead the dough and talk about their hands feeling 'slimy' and 'squeegee'. They then enjoy manipulating the dough with their hands to make sausage shapes. Children are able to develop their skills in the use of information and communication technology as they have daily access to computers. They have daily opportunities to develop their physical skills while outside. They

ride bikes and scooters as fast as they can, taking care not to knock into each other. They enjoy the large play equipment. Staff are on hand to help them climb, slide and balance safely. Children's cheers and squeals of delight show how much they enjoy being outside in the fresh air. Children enjoy making firework pictures with different coloured chalks. They use their imagination as they use bright colours on black paper to represent the fireworks they saw for themselves. Children describe them as bright, glittery and loud. Artwork around the room shows that children use a range of materials to explore and use their imagination. Children display good levels of self-esteem and respond well to praise given to them by the staff.

Helping children make a positive contribution

The provision is good.

Children have excellent relationships with staff and each other and behave very well as they play amicably together. They demonstrate good manners as they politely take toys offered by other children. Children's spiritual, moral, social and cultural development is fostered by staff who are kind and caring and attentive to children's individual needs. Staff know the children well and observe and listen to them to gain an understanding of their ever changing needs. Children smile and laugh together as they happily share resources. They work together to help tidy up and show consideration for others as they join in with singing to celebrate a child's birthday. They develop an understanding of good practice regarding recycling within the community as staff have clearly labelled bins for recycled and waste paper within the pre-school room. Children learn about diversity through play with a variety of multicultural resources and through planned topic work. Staff have experience of supporting children with learning difficulties and/or disabilities and work with parents and outside agencies to meet individual needs. They support children who have English as an additional language although resources to support children are limited.

The partnership with parents and carers is good. They have easy access to detailed long, medium and short term planning and information on the Foundation Stage and the six areas of learning. Parents are aware of who their child's key worker is. Formal annual meetings are held to update parents with their child's progress and regular informal meetings can be held at any time. Relevant information is sought from parents at the time their child starts to ensure individual needs are met. Parents are kept well informed of pre-school practice through newsletters, information displayed within the setting and through daily verbal exchanges. Parents are very positive in their praise of the pre-school and the care and education provided for their children.

Organisation

The organisation is good.

Staff are friendly, efficient and professional and ensure that children are well supported within a stimulating, positive learning environment. Documentation is in place to support pre-school practice and policies and procedures work to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Suitable procedures are in place to ensure the ongoing suitability of staff to work with children and professional development is supported and ongoing for all staff. Children are very happy and relaxed within the pre-school as they receive very good quality care in a warm, welcoming environment.

The leadership and management of the nursery education is good. Staff are aware of their roles and responsibilities and work well as a team. All staff who plan and prepare the curriculum have a good understanding of the Foundation Stage. Staff have regular monthly planning meetings

and informal discussions on a daily basis. This ensures that individual needs of children are regularly highlighted and activities differentiated as required. The manager advises that she regularly monitors and evaluates teaching methods and information written in children's development files. Staff have self-identified that more time needs to be given to ensuring that children's achievement records are updated on a more regular basis. Overall, the pre-school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the previous care inspection the pre-school have addressed both recommendations raised, which related to staff qualifications and documentation. Over half the pre-school staff now hold relevant early years qualifications and professional development is ongoing for all staff. Policy statements regarding medication and no smoking are included within the health and safety policy and the child protection policy details procedures in the event of any allegations being made against a member of staff. The arrival and departure times of staff are now clearly recorded and written consent is in place for the pre-school to hold information on file regarding vetting checks on staff. At the last nursery education inspection the pre-school were asked to devise a system for parents to contribute to children's development records and future learning targets; increase opportunities throughout daily sessions for children to reinforce and extend their reading skills; improve short-term planning to show evidence of how activities will be adapted to meet children's differing abilities and to include detail of daily focus activities. The group have addressed all the issued raised. They have introduced a formal key worker system and have annual meetings with parents where they can help to set their child's future learning targets. Children have free access to a well equipped reading box and staff have placed key words around the room to help children understand that print carries meaning. Short term plans show how children can be supported or extended and focus activities are planned showing which area of learning the activity relates to.

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):

- improve documentation by ensuring parental consent for emergency treatment or advice is obtained and by ensuring written records relating to incidents/existing injuries are countersigned by parents
- develop resources to meet the individual needs of children attending the pre-school with English as an additional language

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 children's independence skills by encouraging them to pour their own drinks and to help prepare fruit for snack time
- ensure achievement records are updated regularly to show at a glance where each child is on the stepping stones and what their next stage of learning will be.

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