

# Littleport Community Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	221721
<b>Inspection date</b>	01 November 2007
<b>Inspector</b>	Emma Bright
<b>Setting Address</b>	Parsons Lane, Littleport, Ely, Cambridgeshire, CB6 1JT
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<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Littleport Community Pre-School (1105943)
<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?

Littleport Community Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school. It opened in 1992 and operates from a purpose-built room within Littleport Community Primary school in Littleport. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open five days a week from 09:00 to 11:30 and 12:30 to 15:00 during school term times. All children have access to an enclosed outdoor play area.

There are currently 59 children aged from two to under five years on roll. Of these, 35 children receive funding for nursery education. Children come from the local surrounding area. The pre-school currently supports a small number of children who have English as an additional language.

The pre-school employs six staff. Of these, four hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn about leading a healthy lifestyle through everyday, practical experiences. They are beginning to understand how exercise contributes to their good health and they observe the effects of activity on their bodies. For example, they discuss how they get 'out of breath' and feel 'hot and sweaty' because they have been running around. Children develop good physical coordination as they pedal their tricycles or push themselves along on scooters. They competently climb large apparatus and swing down the pole with skill. This helps them to develop good muscle control, feel relaxed and develop a sense of overall well-being.

Children are very well cared for if they become unwell or in the event of an accident because clear and detailed information is gathered from parents and records are in place to make sure that appropriate care is given. All staff have first aid training and records of accidents are kept and shared with parents and carers. Accurate details of children's specific medical needs are clearly recorded and all staff are aware so that they can act swiftly in an emergency. Children tuck in enthusiastically to a range of healthy snacks such as fresh fruit and popcorn. They are beginning to make connections about healthy food being 'good for you' and explain that 'apples make you strong'. Children readily help themselves to fresh drinking water throughout the session whenever they need it so that they are well hydrated.

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

The provision is good.

Children's safety is enhanced by good security procedures to restrict access to the setting and prevent them from leaving the premises unaccompanied. Staff are particularly vigilant in their supervision of children to ensure their safety. Children move freely indoors, accessing equipment and activities independently to follow their own interests. Resources have been carefully selected to support children's play. They are cleaned and checked regularly to ensure that they remain safe and in good condition. Staff ensure the environment is welcoming and prepared with a range of activities to stimulate children's interest and enhance their development.

Children's safety in case of fire is given high priority and they are developing awareness of keeping safe. For example, children regularly practise the emergency escape plan and they explain that 'when the fire bell goes you have to get out. The fire engine gets it out and then you can come back in'. This means they all know what to do in an emergency and are familiar with the routine. A wide range of written policies and appropriate procedures are in place such as risk assessments and daily checks further promote children's safety. Children are well protected and kept safe from harm as all staff have a clear understanding of their role in child protection. They all attend regular training in child protection to ensure their knowledge is up-to-date and a designated person ensures that any concerns are dealt with effectively, so that children's welfare is fully safeguarded.

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

The provision is good.

Children enjoy their time in the pre-school; they arrive eagerly, separating happily from their parents and carers, and settling readily into their activities. Although a rich learning environment is available, some activities and routines do not always enable children to fully benefit from it

to extend their independent learning. Children benefit from the warm interaction with the staff and they have formed good relationships with them, which helps the children to settle well and feel secure in their care. Children play happily together and are developing positive relationships with one another, which contribute to their sense of belonging. They are involved and interested in the good range of activities and resources on offer, which they access to develop their play. Children confidently offer their comments and ideas, which staff treat with respect and this develops their self-esteem.

#### Nursery Education.

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the Foundation Stage curriculum; they plan activities over a period of time so that children access a varied range of learning opportunities. Key workers monitor children's progress towards the early learning goals, using the stepping stones to inform children's assessment records and track their development.

Children are developing their independence and the free flow of interesting activities enables them to begin to direct their own learning. Children demonstrate pride in their achievements as they tackle tasks for themselves saying 'I can put my coat on properly now!' Their behaviour is good and they take turns such as when negotiating for resources, readily sharing them with others. Children speak confidently and clearly in large groups, sharing their knowledge with others. They discuss going 'trick or treating' and explain that when the door opens they will shout 'Halloween'. Children's early writing skills are developing because staff provide activities to promote children's small skills. For example, they use a range of resources to join materials together such as sellotape and staplers, which encourages good control and coordination.

Children demonstrate a good understanding of numbers, counting and calculation. They readily use numbers in their play as they remind others 'There's not enough room. Only five can come in' and hold up five fingers. Children use mathematical language to describe capacity and they competently label simple shapes. They independently sort objects for size, shape and colour, matching the number of pegs to the number of holes correctly. Children have good opportunities to develop their technology skills as they competently use the computer and a range of appropriate programmes.

Children find out about and identify living things; they look at books about pumpkins and discuss where they come from and know that 'the seed grows into another pumpkin'. Children handle real pumpkins and help to scoop out the seeds, commenting that it feels 'slimy'. Children enjoy singing familiar songs confidently and loudly and carefully listen to instructions as they move to music. They express their imagination in puppet play as they make up stories which the puppets act out. However, children have fewer opportunities to express and develop their own ideas because there is an over-reliance on art for the end result and this impinges on children's creativity.

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

The provision is satisfactory.

Children benefit from good settling in procedures that are based around their individual needs helps to support children in the transition between home and the setting. Parents receive information about the setting so they know about activities and events, and have daily opportunities to discuss their child with staff. This helps children to settle and ensures their individual needs continue to be met. All documentation is in place to share information with

parents and carers so that they know about the setting's policies and procedures. Appropriate systems are in place to welcome children with learning difficulties and/or disabilities.

Children's spiritual, moral, social and cultural development is fostered. Their behaviour is good and they work together cooperatively such as helping one another to tidy up. Most staff act as good role models, using positive language to reinforce the rules of the setting and as a result children work harmoniously together. Children access a suitable range of resources that promote a positive view of the wider world and this helps them to understand about their differences and similarities. The setting has established good links with the school and this helps to develop children's sense of belonging.

The partnership with parents and carers of children in receipt of early education is satisfactory. Staff meet regularly with parents to discuss their child's progress and they receive information about nursery activities. However, parents have less information on the Foundation Stage and fewer opportunities to support their child's learning at home. This means they are not always aware of how activities help children learn and make progress towards the early learning goals, and children do not benefit from the sharing of activities with their parents that further enhance their learning.

### **Organisation**

The organisation is good.

Children are happy and content as staff have developed warm and caring relationships with them. Rigorous recruitment and vetting procedures mean that the staff are vetted and this ensures children are protected. Over half of the staff team hold appropriate early years qualifications and appraisals identify areas for professional development to further improve staff's knowledge and understanding of the needs of the children. All of the required documentation is in place and children's records are kept up-to-date, so that they receive appropriate care. This enables them to settle in well and become confident members of the pre-school.

The leadership and management of children in receipt of funding for early education is good. The manager is committed to improvement to ensure that all children continue to have access to good quality learning experiences and has begun to identify areas for improvement. Regular meetings enable staff to work effectively as a team. Some weaknesses in the provision for nursery education have been identified through the evolving system to monitor the quality of the nursery education and evaluate its impact. Overall, children's needs are met.

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

At the last inspection, the provider agreed to improve fire safety records, update the first aid box, develop children's self-help skills and ensure staff use a consistent approach to managing children's behaviour. A clear record of fire drills is now in place and the contents of the first aid box complies with Health and Safety regulations, which has improved children's well-being. Children competently help themselves to water during the session, which encourages their self-help skills. Most staff act as good role models and are consistent in their approach so that children have clear behaviour guidelines.

At the last nursery education inspection, the provider agreed to develop children's assessments, offer a balance in the range of adult and child-led activities, improve the programme for mathematical development and implement staff appraisals. Children's assessment records have

been developed, which enables staff to plan for each child. Children access a balanced range of activities that are adult and child-led and this enables children to make good progress. Staff make good use of everyday routines to develop children's mathematical language and children confidently use it in their play. Staff appraisals identify areas for professional development and this helps to improve their knowledge and understanding of the needs of the children.

### **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):

- continue to develop activities and everyday routines so that all children benefit from the rich learning experiences (this also applies to nursery education).

#### **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 improve the programme for creative development so that children can freely explore their imagination and creativity
- provide further information for parents on the Foundation Stage and continue to develop opportunities for parents to be involved in their child's learning.

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)