

Luckington Pre-school Playgroup

Inspection report for early years provision

Unique Reference Number	199367
Inspection date	12 September 2007
Inspector	Susan Esther Harvey
Setting Address	The Pratton Building, Luckington Primary School, The Green, Luckington,, Chippenham, Wiltshire, SN14 6PB
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Registered person	Luckington Pre-school Playgroup
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?

Luckington Pre-School opened in 1970 and operates from a mobile classroom within the grounds of Luckington Primary School, in the village of Luckington, Wiltshire. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 12.00 term-time only. Children have access to a secure enclosed play area.

There are currently seventeen children aged from two to five on roll. Of these, sixteen children receive funding for early education. Children come from the local area. The pre-school can support children with learning difficulties and children who speak English as an additional language.

The pre-school employs four members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene following the good standards set by staff. Children learn the sequence of managing their toileting in a fun and simple way. For example, laminated pictures are displayed on the wall ready for them to follow. Pictures includes showing children how to wash and drying their hands. However, there is one towel in place for children and adults to dry their hands the result of which may increase the spread of infection. Staff ensure that tables used by the children for snack time are cleaned with anti-bacterial spray. The supervisor attended a health and safety course and has implemented colour coded cloths to clean different surfaces, such as messy play and snack tables. Therefore, children's good health is further promoted.

Children are introduced to a wonderful selection of snacks provided by parents. For example, a selection of fruit, rice cakes and cheese, promotes children's healthy eating habits. Children are very capable of pouring their milk and water into cups. They take part in activities which assist in furthering their understanding of healthy eating. This includes making a healthy pudding from fresh lemons and fruit jelly, which they can take home to eat with their families. Snack time is a social occasion when staff sit with the children and spend time talking about the events in their lives which are important to them.

Children are well supported in the event of an accident. All staff members are first aid trained and receive specialist training where necessary. The documents are maintained to a high standard and recorded appropriately.

Children benefit from daily opportunities to have fresh air and exercise. They are able to run around the playground, and increase their large muscles as they cycle around the area. Children extend their spatial awareness manoeuvring a pedal tricycle while carrying a passenger in tandem. Children have an opportunity to take part in a variety of physical exercise activities. This includes getting changed into shorts and tee-shirt, relaxing with yoga or learning to balance following a straight line. As a result, children are learning to enjoy a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in bright and stimulating surroundings, and can self-select activities from low-level shelves. Toys and resources are carefully arranged on trays, in small wicker baskets and boxes, which supports the Montessori method of teaching. Children's photographs are displayed on the walls of the preschool, highlighting the busy and interesting time they have during the session, as well as a record of visitors to the pre-school and outings children have been on. Children's art work is displayed in a professional manner on the walls of the playroom. As a result, children's efforts and achievements are valued celebrated. There is a good range of toys, books and resources catering for children's needs and abilities.

Children gain from a safe and secure environment which is monitored well. For example, there is a well documented visitors book, times of children's and staff arrival and departure are recorded appropriately, and a secure access prevents unexpected visitors entering the building. Children take part in a regular emergency evacuation drill, this is appropriately recorded and evaluated. Children tidy away their chosen activity immediately after use, putting it back in the

correct place. They take responsibility for picking up any fallen objects off the floor, and are adept at using a dustpan and brush to clean dry sand which has been spilt on the floor. As a result, children are learning to keep themselves safe in the setting.

Children's well-being is safeguarded through staff members' good knowledge and understanding of child protection issues. Staff are fully aware of their personal responsibility to protect children from harm. Parents have written information about the procedure to be taken for reporting any concerns to the appropriate authority. There are efficient procedures in place for the recording and reporting of any incidents. As a result, children's well-being is enhanced and their safety is of paramount importance to staff members.

Helping children achieve well and enjoy what they do

The provision is good.

Children are familiar with their surroundings, they are settled in the setting and develop good levels of confidence and self-esteem. They are well supported and have stable relationships with staff members and each other. Children are provided with a good range and balance of activities. This helps them progress in all areas of development according to their individual needs. Strong links are established between staff and the children, which ensures that they are confident and happy. Children settle into the small friendly group and are well known to staff members. Those children who do not find it easy to settle are treated with care and offered many distractions to help them join in with the other children.

Staff members have a good understanding of children's development, and they provide a range of experiences for them, in order to help with their concentration and basic life-skills. Staff follow many Montessori principles which includes developing children's social skills. Children have the chance to improve their thought process and dexterity using every day objects such as bottles with screw tops and jugs of water. Children concentrate for long periods of time working out the action of a screw top or pouring water carefully and safely from one container to another using a pipette. Staff encourage children to try activities in a safe and suitable environment, such as cooking and woodwork. Children are given quality time in the pre-school where staff listen intently to what they have to say.

Nursery Education.

The quality of teaching and learning is good.

Staff are committed in helping children learn through play, planning is clear, and stimulating activities are provided for children to enjoy. Staff have a good understanding of the Foundation Stage curriculum and the stepping stones, as a result, children are progressing well. Children's achievements are appropriately recorded by all staff, using the Building Block assessment recording method. These assessments are supported with the wide range of photographs and samples of children's art and craft work. Staff have achievable realistic expectations of children to learn through experiential play, and problem solving.

Children are confident and show enthusiasm for the activities on offer. They are kind and caring towards each other, such as making a space for each child to stand comfortably in the circle at the beginning of the session. As a result, each child is included in the circle activity, where they hold hands before sitting down to answer to their name in French. They take responsibility for their choice of activity from the good range available to them. For example, children enjoy number solving problems and are developing their understanding of addition and subtraction.

Staff provide many opportunities for children to extend their understanding of shape, size and quantity. Staff use various tactics to help children identify numbers. For example, making deliberate mistakes which the children quickly correct. Children sit comfortably together for group activities such as singing and story time. Staff are enthusiastic story-tellers making the story interesting for children to listen to. Children competently sing traditional songs in French, and are confident to stand up and sing their chosen nursery rhyme in front of others in a large group.

Children concentrate for some period of time painting pictures and exploring the use of colours on paper. They mould play dough into various shapes. Strong emphasis is put on supporting children's language development. For example, words are sounded out phonically, and pre-writing skills are encouraged in a fun way as children make marks with a brush in a tray of sand. Children are able to recognise their name easily. For example, children register themselves on entering the pre-school by identifying their name written clearly on an apple shape. Children then choose to hook their name onto a free standing wooden apple tree. They identify their place to sit at snack time from their name card. Children learn about the world around them. For example, they watch caterpillars develop into butterflies which are then released into the environment. Children collect hazel nuts from under a tree and investigate the kernel and the shape of the leaves in which the nut is wrapped. They learn about other types of homes around the world supported by craft activities. For example, children concentrate for some period of time making an igloo from papier-mâché while learning about the native Inuit's. This knowledge is linked with pictures of the landscape, and a globe helps children identify the part of the world where the Inuit's live.

Children experience the sensation of tasting a lemon, and watching the consistency of a jelly change into liquid as they take part in making a lemon pudding. As a result, children are being introduced to a simple science activity while learning through play. Children learn to imitate adult tasks. For example, they eagerly set out a small ironing board and clothes from a small leather case. They carefully 'iron' the clothes before returning them neatly folded to the suit case. Therefore, children are learning life-skills while still having fun. Overall, children are being helped to learn through a range of activities which increases their knowledge following the Foundation Stage curriculum and the stepping stones.

Helping children make a positive contribution

The provision is good.

Children are confident and settled in the pre-school routine within the very welcoming environment. Much effort is taken by staff to ensure parents and children feel valued. There is a strong relationship between parents and staff in order to ensure continuity of care for all children. For example, staff have a good understanding of children's individual needs and work closely with parents to offer individual support where needed.

Children are learning about routines and expectations, through staff members calm and positive approach in managing behaviour. They maintain consistent boundaries which help children feel secure. Staff have established a positive relationship with children who are encouraged to take responsibility for themselves. For example, children are highly motivated regarding their personal responsibility to consider the effect their actions have on other children. Each piece of equipment children use, once finished with, is put away exactly as it was when used, and returned it to the correct position on the shelves. This enables other children to use the equipment with all the pieces in place.

Staff have a good understanding and care for children with learning difficulties. They are aware of the need to work in close partnership with parents and carers and other professionals, who may be involved in the children's care. Children's spiritual, moral, social and cultural development is fostered in many ways including listening to music when entering the pre-school at the start of the session, and learning about the world in which they live. They enjoy sharing news of their home life and show good levels of self-esteem.

Partnership with parents and carers is good. Parents receive a great deal of relevant information about the Foundation Stage curriculum and their children's progress. The written information parents receive about nursery education is good. However, new parents lack the full knowledge about what links the curriculum for the children, with the aims and planned activities. Children's developmental records are frequently shared with parents. Meetings are arranged with the early years advisory teacher for parents to become more familiar with the stepping stones, children's observations, and their assessments. Parents are involved with their children's learning in many ways, and one of the most significant ways, is being part of a rota of parents who assist with activities such as art and craft. Parents also provide a range of healthy snacks for the children. Therefore, parental involvement in their children's learning creates a close working relationship with staff members.

Staff are committed to working in partnership with parents in many ways. An example of this is that parents are asked for their views when the committee are assessing the pre-school's strengths and weaknesses. A suggestions book is available for parents to make comments about the pre-school, and a regular news letter informs parents about the topic and colour of the week. A complaint procedure is in place and the process the pre-school will take in the event of a complaint is made available to parents.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education.

Children's care, welfare and learning is promoted through well organised written policies and procedures. There are appropriate recruitment, induction and appraisal procedures in place for staff, and a robust system is in place, which ensures that people working with the children are suitable to do so. The operational plan is detailed and used in a positive way to provide a stable environment for the children. The committee ensures this is regularly reviewed at meetings where minutes are taken and then circulated to parents. The space used by the children is well organised which encourages them to move freely around the room with access to all toys and resources.

Leadership and management is good.

Children's care and attention is well supported by very caring staff who are qualified and experienced. Staff are committed to furthering their professional development by attending a balanced range of training courses, to the benefit of the children. The pre-school is well managed by a parent committee and staff, who work cooperatively as a team. The committee meet regularly to discuss many aspects of the pre-school. Staff and committee work closely with teachers from the primary school which is on the same site as the pre-school. Staff are dedicated to the children and have regular meetings to discuss their progress and plan activities. This pro-active approach has a positive impact on children's learning and enjoyment. The staff have a good understanding of the Foundation Stage and apply this in practice to all areas of children's

learning and development. As a result, children are valued and cared for in a setting which meets the pre-school's personal aim " to allow children to develop through play and learning at their own pace, and to help build their confidence".

Improvements since the last inspection

At the last care inspection the setting agreed to, develop staff's knowledge and understanding of child protection issues, ensure that at least 50% of adults working with the children have a minimum level two qualification, make sure that the premises are secure so that unsupervised children cannot leave and unwanted visitors cannot enter, and obtain written permission from parents before administering medication, and keep a written record, signed by parents, of medicines given to children. The previous recommendations have been addressed by the setting. Staff have attended child protection training, out of the four staff members employed, there are now two staff members working full time who have a level three qualification. The building is secure and a visitors book is well used. A record of medication given to children confirms parent permission. As a result, children's safety and welfare have been improved.

At the last education inspection the pre-school agreed to address the following points for consideration. Further develop the programme of assessments to plan for children's future learning in the areas of creative and physical development, knowledge and understanding of the world, and personal, social and emotional development. The plans of children's activities cover all areas of the curriculum. The pre-school also agreed to evaluate time management of the whole group activities to ensure the development needs of younger and less able children are met. It was agreed to reduce the circle time activity to allow younger children to build up their listening skills. As a result, young children's concentration has been developed, and plans of activities have been improved so that children experience the full range of the curriculum.

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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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):

- prevent the spread of infection with regard to hand drying facilities

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):

- maintain a record of activities to be made available to parents which support plans centred around the stepping stones

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