

# Prebend Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	253328
<b>Inspection date</b>	10 October 2007
<b>Inspector</b>	Ros Church
<b>Setting Address</b>	New Methodist Church Hall, Prebend Passage, Southwell, Nottinghamshire, NG25 0LD
<b>Telephone number</b>	01636 812166
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Prebend 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?

Prebend Pre-School opened in 1985. It operates from the Methodist Church Hall in the small town of Southwell, Nottinghamshire. Children attend from the local area. The group have access to a main room, small room, kitchen and appropriate toilet facilities. The group operates on Monday to Friday from 09:00 to 12:00 each day, term time only.

A maximum of 30 children may attend the group at any one time. There are currently 62 children from two and a half to five years on roll. Of these, 37 children receive funding for early education. The group currently supports children with learning difficulties and/or disabilities.

There are 10 staff who work with the children. Of these, five staff hold a recognised early years qualification, with five staff working towards a qualification. The group is a member of the Pre-School Learning Alliance and receives support from the Nottinghamshire Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and well-maintained environment. Their health is promoted because staff follow good health and hygiene procedures. For example, tables are cleaned prior to snacks being served, equipment such as liquid soap and paper towels are usually in place at the hand washing areas. However, systems are not in place to ensure that when paper towels run out effective hand drying facilities which help reduce the risk of infection are in place, whilst waiting for additional supplies to arrive. Children learn the importance of good hygiene through daily routines, such as, washing hands after using the toilet and before snacks, having easy access to tissues to wipe their nose. Signs and symbols are displayed above the wash basins in the toilet area; this helps all children to learn the stages in hand washing. Children are well protected if they have an accident or become poorly, staff ensure that at least one person who has a first aid qualification is present at each session. Clear sickness procedures are in place, these are shared with the parents.

Children are developing an awareness of healthy eating. They enjoy a good range of healthy snacks; these include fruit and wholemeal toast or sandwiches. Children's individual dietary needs are met as staff take account of their preferences and respect parental wishes regarding snacks. Children learn about healthy living as they participate in different activities and learn which foods are good for them. For example, making fruit salads, fruit milk shakes, cooking activities and food tasting. Throughout the session children are able to be independent and help themselves to fresh drinking water from the covered jug, this ensures that they do not become thirsty.

Children have good opportunities for physical exercise throughout the session within the large room. During each session different activities which promote children's physical development are planned. For example, children practise climbing, crawling, balancing and throwing skills whilst participating in an obstacle course. During other activities they learn to pedal and steer tricycles and learn about the space needed for themselves and others. They join in with group activities which include parachute games or music and movement. Children use a good range of small tools, such as, pencils and scissors, helping them to develop their small muscle skills.

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

The provision is good.

Children are cared for in a welcoming, safe and secure indoor environment. Children have use of both the large and small room where a good range of activities are set out each day. Activities are set out attractively on child-sized tables and floor areas to invite children's use. Equipment is well maintained, safe and suitable for children's individual needs and development. The main room is well organised, it provides areas where children can either engage in physical or creative activities or sit quietly and look at a book. Children's work is displayed on portable boards; these are also used to divide the areas within the main room.

Children stay safe because staff are vigilant in their supervision of children. Good security procedures are in place, the outer door is locked, and alarms are fitted on internal doors to alert staff if anyone enters or leaves the main room. Comprehensive risk assessments are carried out, including a daily check list to ensure safety equipment, such as, safety gates to the kitchen, socket covers and door stoppers are in place at all times to ensure children's safety. Children's

awareness of safety is raised through topic work, this includes visits from fire and police officers. Appropriate fire safety equipment is in place and regular emergency evacuation practices are carried out, this ensures that both staff and children know what to do in an emergency. Staff have a good knowledge of child protection issues and reporting procedures. Most staff have attended training and fully recognise their duty to protect the children in their care, therefore children's welfare is safeguarded.

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

The provision is good.

Children are happy and enjoy their time in the pre-school. They are confident and keen to access the good range of play activities provided. Many activities are planned around a theme and take account of children's individual interests and developmental needs. Children enjoy exploring the different media, such as, cornflour, porridge oats, wood chippings and sand. They extend their play and learning further as they access the small world equipment, such as, people, cars and animals using their imagination and experiences to create their own world. Adults provide children with good support where they interact well, encouraging children's play and development. Children constantly acquire new knowledge and skills, such as, learning what is inside a pumpkin, and have good opportunities to practise things they have already learnt. The activities provided meet the needs of children at different stages of development; this includes using the 'Birth to three matters' framework and adapting activities for children under the age of three.

### **Nursery Education.**

The quality of teaching and learning is good. Children make good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage and clear understanding of how children learn and progress. Staff plan together as a team a broad range of indoor activities which provide good levels of challenge for all children, additional activities are provided during the session giving children a greater choice. Staff carry out daily observations of children's learning and use developmental assessments to identify and set targets for the next steps in their development. Staff use their time well, they sit with the children, encouraging their development. They use good teaching methods, such as, supporting children's learning by encouraging them to think and ask questions.

Children are motivated and show positive attitudes towards learning. They eagerly participate in activities and concentrate very well to complete their chosen tasks. Children develop good relationships with both staff and peers, they learn to share and take turns with equipment, and many children within the group have special friends with whom they share experiences. For example, children enjoy sharing books with others, younger children learn to talk about what they see and more able children begin to tell the story. Children's independence is encouraged well as they choose their activity from the extensive range available. More able children are given additional responsibilities, such as, at snack time collecting the drinks for their group, they count how many milk and water are needed and then bring them back to the children at their table and hand them out. Children's language skills are good, they show awareness of the listener, and negotiate well within their play. Reading skills are developing, as they recognise their own name or labels around the setting. They learn to link sounds to letters, such as, the letter of the week. More able children are able to sound out the letters within their name.

Children explore and investigate a good range of different objects and materials by using all of their senses. They explore the items in the 'feely bag', and describe the object inside. During

a food tasting activity, children describe the taste and smell and learn what happens when mixing water to ingredients, such as, chocolate powder. Children have opportunities to use technology equipment, such as, the computer, digital camera or 'Pixie' a programmable toy. They learn about the wider world as they use the good range of equipment, however, there are fewer opportunities for children to learn about their environment and the local community. Children enjoy using the construction toys to build and create. For example, children use the different shaped wooden bricks, they learn the names of the three dimensional shapes and how they can use these to construct detailed towers and walls. Children use a very good range of media and materials, a range of different textures are available for children to collage, they explore the materials, and learn to describe how these feel and then use their imagination to create their own picture. Children sing enthusiastically together at group times and enjoy learning new songs. They explore a good range of musical instruments; learn about the sounds made and how these can be changed.

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

The provision is outstanding.

All children are welcomed in to the setting, the staff value and respect their individuality and have a high regard for ensuring that they can meet the needs of all children. Staff are extremely knowledgeable about the children and know who may need some extra attention. They are skilful in ensuring that everyone is included, such as, using signs and symbols to help all children to communicate. Children who have learning difficulties and/or disabilities are welcomed into the setting. They receive excellent support as staff work very well with the parents and other agencies such as, portage workers, health professionals and speech therapists to identify how they can best care for children. The team are skilled in devising implementing and reviewing individual education plans to help the child develop at their own pace and enable them to participate in all activities. Through a very good range of planned activities and excellent resources, children learn about the wider world and develop awareness of each others' similarities and differences. All these things contribute to children's spiritual, moral, social and cultural development being fostered. Children's behaviour is exemplary; staff have high expectations and are positive role models. They have excellent methods in place to encourage good behaviour and achievements. For example, children's self-esteem and confidence is encouraged with the 'I can do tree', where children receive a flower or leaf identifying their achievement or positive behaviour. They attach the leaf or flower to the 'I can do tree' and at the end of the session their achievements are celebrated with the whole group, and then it is taken home to enable the parents to celebrate their child's achievements. All children learn to take care of the toys and equipment and are encouraged to tidy away at the end of the session.

The partnership with parents and carers is outstanding. The excellent partnership with parents contributes significantly to children's well-being in the pre-school. Parents receive detailed information about the setting and its education provision, they receive regular newsletters about the group and the activities. Notice boards both indoors and outside in the entrance areas provide them with a wide range of information about related topics. All parents are able to spend time in the setting with their child, such as, when settling children into the group or when helping out on a rota basis. The pre-school values and seeks parents' views and ideas about the provision through questionnaires and daily communication. Excellent opportunities are provided to work with the parents to ensure their views about their child's needs, interests and development are actively sought before the child starts at a setting, and on a regular basis throughout their time at the group. Parents are given an extensive range of information on how they can support their child's learning at home.

## **Organisation**

The organisation is good.

Children receive good levels of support and supervision to help them feel secure. Staff are clear about their designated responsibilities, they work well together as a team and receive good support from the management committee. Robust recruitment and selection procedures are in place to ensure staff are suitable to work with children. Comprehensive policies and procedures are in place and are updated to ensure they are in line with any changes to promote children's safety and welfare. The clear and supportive staff induction ensures all staff are aware of the procedures. Written records are used effectively to support the day to day management of the setting and ensure children are well cared for. Children benefit from having a qualified and experienced staff team who continue to extend their knowledge through attending training. An effective staff appraisal system is in place to identify staff training needs.

The leadership and management of the nursery education is good. All staff contribute to the planning of activities to ensure all children's individual learning needs are taken into account. Staff have a good understanding of the Foundation Stage, and use relevant training to keep up to date with any changes and to extend their knowledge. Staff have good monitoring procedures in place, they use these well to evaluate and improve the quality of their teaching, this enables them to plan for and implement improvements to their provision so that children continue to make good progress in their learning.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last care inspection the provider agreed to take positive steps to promote the good health of children with regard to hand washing during activities in the main room. The hand washing bowls within the main room are now changed regularly to ensure children's health is promoted.

At the last nursery education inspection the provider was given one consideration for improvement. The provider has continued developing parents' contributions to development records, which has strengthened further the partnership with parents.

## **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):

- ensure good hygiene procedures are in place at all times, with regards 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):

- develop more opportunities for children to learn about their local environment.

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)