

St Johns Forest Glade Preschool

Inspection report for early years provision

Unique Reference Number	650005
Inspection date	06 February 2008
Inspector	Deborah Kerry
Setting Address	Forest Glade, Langdon Hills, Basildon, Essex, SS16 6RX
Telephone number	01268 543754
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Registered person	Langdon Hills Parochial Church Council
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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?

St. John's Forest Glade Pre-school opened in 1991 and is owned and governed by Langdon Hills Parish Church Council. The pre-school operates from four rooms in the church premises. It is situated in the centre of Great Berry.

A maximum of 45 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 11.45 and from 12.30 to 15.00 for 38 weeks of the year. The group also offers breakfast club from 07.30 to 08.20 when children are escorted to local primary schools. The after school sessions run from 15:30 when children arrive back from being collected from schools until 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 210 children from two to 14 years on roll. Of these 100 receive funding for nursery education. Children generally come from the local catchment area. The pre-school currently supports a small number of children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The pre-school employs 27 staff who work in all areas. 23 of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted as staff follow clear policies and procedures when dealing with sick children and for the safe administration of medicines. All toys and resources are checked and cleaned on a regular basis ensuring they are hygienic for children. Staff follow excellent procedures for nappy changing which diminishes the risk of cross-infection and promotes children's health and welfare. For example, there are always two staff who monitor when children are assisted with toileting and for nappy changing procedures ensuring that their welfare is fully safeguarded. Staff wear gloves and aprons when preparing food for snacks which further promotes children's health. As part of the daily routine all children have developed a good understanding of their personal hygiene as they all know to wash their hands before eating.

Children also access the outside play area where they can run, pedal and push resources around, further promoting their healthy growth and development. The book area provides children with a separate area with cushions so they can sit quietly depending on their needs. The main hall is separated by partitions which allows children in the after school club to play ball games in safety, with other areas for more quiet activities.

Children are provided with a variety of foods for snack. For example they have toast or pancakes, with a selection of fresh fruit. However, at snack time children do not help with handing out the cups and plates or food which compromises their independence and they are limited in their choice of time when they have snack. Children can help themselves freely to water which is placed within their reach ensuring that they have sufficient for their needs. Through topics on health children have developed a good understanding on what foods they need to eat to keep themselves healthy. Children in the out of school areas are provided with cereal and toast for breakfast, a snack and a cooked meal in the afternoon that meets their individual dietary needs. Meals are tailored around children's individual likes which ensures that they eat sufficient for their needs when attending the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety and welfare is promoted as staff monitor the entrance doors at arrival and departure times ensuring children cannot leave unsupervised. The secure enclosed outside play area is checked each morning when setting up. The main hall is separated by a partition so there is a quiet area for children to access the computer and the book area. In the afternoons the hall is split into three separate areas and children are grouped according to their ages and abilities. Children can access the toilets independently and staff monitor children when accessing the toilets to ensure they are safe when out of their sight. When the group share the premises with other users staff are vigilant of children's welfare and monitor them closely to ensure that their safety and welfare is effectively maintained.

Risk assessments ensure that all areas are safe for children to access and there is an action plan in place for any identified risks. The daily check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised regularly and recorded ensuring that children's safety is a high priority. All of the staff have a thorough knowledge of the emergency evacuation procedures which further

enhances children's safety. Permission for all outings is included on the children's registration details. The times of arrival and departure is recorded and parents sign children out at end of the session for the after school club, which ensures staff know who is present at all times.

All staff have a thorough knowledge on the safeguarding children procedures and have a clear understanding of what steps to take should they have concerns about a child's welfare. The safe guarding children policy follows the Local Safeguarding Children Board procedures, is shared with parents and includes local contact numbers.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a wide range of resources and activities to promote their learning and development. Staff are fully involved with the children which ensures that they can get the best from the activities provided and make good progress. Children can help themselves to water freely and access the toilets promoting their independence well.

Staff have a good understanding of the 'Birth to three matters' framework to ensure that they can effectively meet the needs of all children under three. The staff undertake regular observations on children around the four aspects of the framework and complete a child profile. Parents receive a copy of this which ensures that they are kept fully informed about their child's progress. Staff plan a range of activities for children under three so that their learning and play are included and promoted. Children in the after school club created their own rules which they all understand and agree on and are appropriate to their age. The activities, equipment and resources available cater for the different age groups of children and provide opportunities for children to learn new skills. Staff plan different themes and activities each week for the children attending the after school club around their interests.

Nursery Education.

Teaching and Learning is good. All staff have a good understanding of the Foundation Stage and attend regular planning meetings, where they all contribute ideas for activities. Planning is clearly linked to the early learning goals, the stepping stones and covers all the six areas of learning. Planning shows the activities and resources and that there is also good staff deployment for the activities to fully support children in their learning. Staff ensure that activities are planned so children can make progress in their learning and takes into account children's different abilities. However, these are not fully evaluated to ensure that the learning objective was achieved. Staff undertake regular observations on children to ensure that they are able to make progress in their learning. However, their records do not always show their next step. Staff know children well, the observations show where they are in their learning and activities are adapted to ensure they are offered sufficient challenge. Staff use calm and consistent strategies for dealing with negative behaviour and children are given clear expectations on how to behave. Children are able to choose what they want to do from the resources and activities available.

Children play well together, they have developed good relationships with staff and other children. They are able to wait for their turn to speak as they listen for their name at registration. Children are able to follow simple instructions and know the routine of the session and they are learning to share and to take turns when playing with resources. Children's thinking is effectively promoted as staff ask open-ended questions as they chat freely during activities. Children enjoy looking at books and listening to stories, they join in with reciting nursery

rhymes. Children are provided with a range of resources and activities to promote their mark-making and pencil control skills.

Children are provided with a range of activities for mathematics. For example, they compare groups of objects, measure the amount of bricks to see which is the biggest and smallest. More able children can count up to 20 without support when calculating how many bears they have. Children explore their environment through looking for leaves on a nature walk and search the setting for 'Little Bow Peep's lost sheep'. Children are developing expert mouse skills by playing games on the computer and thoroughly enjoy taking each others' photographs with a digital camera. Children build and create different objects using 'Duplo' and 'BRIO Mech'. By celebrating different world festivals children are learning about other cultures.

Children are provided with a range of large equipment both within the setting and in the outside play area. For example, they can climb, slide, jump, ride, balance and run promoting the physical development. Threading, sand, water play and creating with play dough supports children's hand eye co-ordination and their small physical skills. Children have free access to a wide variety of materials in their art and craftwork. They enjoy playing musical instruments singing songs and action rhymes. They express their imagination freely in the role play area by dressing up.

Helping children make a positive contribution

The provision is good.

All children and parents are welcomed into the setting. Staff greet everyone in an open friendly manner and take time to talk to each parent. Staff work with parents to ensure that their child settles in to the new surroundings well and that their needs are met appropriately. Through celebrating different world festivals children are developing a good understanding of the wider world. Children with additional needs are fully supported in their learning and development. Staff have undertaken additional training so that children's individual learning needs are fully supported.

Staff have a calm, consistent attitude to behaviour management and use positive strategies to reinforce good behaviour by using lots of praise and encouragement. All the children help with tidying up which shows that they know what is expected of them. Children's spiritual, moral, social and cultural development is fostered. Through the notice board, newsletters and the prospectus parents find out all necessary information about the pre-school. Parents views are sought when deciding on any changes within the setting ensuring that they are kept involved and their views acknowledged.

Partnership with parents and carers is good. Newsletters show the topics and activities children are involved in as part of their learning on the Foundation Stage. The daily comment books keep parents fully informed on their children's progress in their learning and the activities that they have been involved with. Parents are able to contribute and write in these books on how their children are progressing at home. Parents further support their children's education by reading books that they have chosen with them at home and by undertaking activities included on the 'parents page' they regularly receive. Parents complete a questionnaire asking for their views on how the group can improve and develop to ensure that their requirements continue to be met. Parents support their child's early education by bringing in items around the current topics and themes children participate in.

Organisation

The organisation is good.

Children's safety and welfare is promoted effectively as all staff have undergone the vetting process and are suitable to work with children. Registration records show all children's individual needs and include all the necessary permission slips. The layout of resources and equipment is organised to provide children with lots of space to move around safely and freely. The daily registers record the times of arrival and departure for all children that are present at each session and there is a separate book for visitors which staff use to sign in and out.

There are clear procedures for staff induction which ensures that they are aware of their roles and responsibilities. A high proportion of the staff hold appropriate early years qualifications and the high adult to child ratio ensures that children are fully supported in their learning. There is a good range of policies and procedures in place to support the clear aims of the pre-school and the after school club. The setting is well organised to provide for the needs of all children.

Leadership and Management is good. The pre-school has clear aims for children's learning. Through induction and job descriptions staff are made fully aware of their roles and responsibilities. There are regular staff meetings where they all contribute ideas for activities when planning for children's learning. Staff are fully supported in their training and development which ensures that children's progress and learning is fully promoted. Staff work well as a team and ensure that children's needs are a high priority. There is a high adult to child ratio which ensures that children are given plenty of support and are able to get the best from their learning. Staff use effective questioning skills to promote children thinking and language skills. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the group were asked to make sure that electrical sockets are made safe. This is now included in the daily checklist as part of the setting up procedures, ensuring that there are no hazards accessible to children.

They were asked to review the organisation of the structured group times to ensure that the wide range of age and abilities of the children are more effectively met and their interest maintained; Children are now split in to smaller groups according to their ages and abilities; snack time has been changed so that children eat in smaller groups which ensures that staff can support all children's individual needs.

To provide a broader range of activities and experiences each day to ensure that children have regular opportunities to consolidate their play and learning across all areas of their development; children have free play and are able to work at their own pace. Sand, water and play dough is available daily and children are able to self-select activities and resources from the wide range available.

To provide opportunities for children to access a further range of toys and resources for themselves to support their own play and learning; low-level shelves of books and other resources allow children to make separate choices from the range set out according to their own interests.

At the last nursery education inspection the pre-school were asked to develop the curriculum planning to show how less able children will be supported and more able children challenged

to ensure that the children continue to make progress across all areas of learning; the planning has now been changed to include differentiation for all children's abilities which enables all children to participate in activities according to their own level and ability.

To continue to develop all staff's knowledge of the Foundation Stage so that the planned curriculum can be delivered more effectively and spontaneous opportunities used to full advantage to promote children's progress against the stepping stones of learning; There is a development plan in place for staff training which has resulted in a very high number of staff now holding appropriate early years qualifications. There are regular sessions for training 'in house' and all of the staff are included and involved in the planning of activities for children's learning which shows clear differentiation to support their differing abilities

Complaints since the last inspection

Since the last inspection there has been one complaint. Ofsted received a concern on 21 November 2007 regarding the hand washing procedure and not working in partnership with parents. This relates to National Standard 1: Suitable person, 7: Health and 12: Working in partnership with parents.

An Ofsted inspector visited the provision on 06 December 2007 to inspect these National Standards. At this visit there was no evidence that these National Standards are not being met. As a result Ofsted will be taking no further action in this matter. The provider continues to be registered.

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):

- review the organisation of snack time to encourage children's independence; this is in relation to handing out cups, plates, food, pouring their own drinks and their choice in when they eat snack.

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 develop children's progress records to show the next step in their learning

- continue to develop the evaluation of the planned activities to ensure that the learning objective was achieved, so it can be used to inform future planning.

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