

Cullompton Pre-School

Inspection report for early years provision

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| Unique Reference Number | 105848 |
| Inspection date | 13 March 2008 |
| Inspector | Rachael Williams |
| Setting Address | Cullompton Pre-School, Brook Road, Cullompton, Devon, EX15 1DX |
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| Registered person | Cullompton Pre-School |
| Type of inspection | Integrated |
| Type of care | Full day 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 outstanding.

WHAT SORT OF SETTING IS IT?

Cullompton Pre-School is a committee run group which was first established in 1971. It operates from a prefabricated building to the rear of Cullompton Community College, Devon. It provides full day care for 21 children aged from three to under five years of age. Currently there are 44 children on roll; of these 40 children are in receipt of early years funding. The group caters for children with learning disabilities and/or difficulties and those who have English as an additional language.

The building consists of a large play room with integral kitchen area and a separate cloakroom and toilets. It is surrounded by an enclosed outdoor play area which has both grassed and paved surfaces to enable all weather outdoor play. The pre-school is open between 09:10 and 11:40 and 12:40 and 15:10 on weekdays during term time. A lunch club operates between 11:50 and 12:35 enabling the pre-school to offer full day care.

The committee employ nine staff to work directly with the children; most staff have a level 2 or above early years qualification. An administrator and two cleaners are also employed. The

pre-school staff liaise with a local authority pre-school advisory teacher and are members of the Culm Valley cluster group for early years providers.

Cullompton Pre-School achieved Pre-school Learning Alliance Accreditation in 2005. The group achieved the 'Investors in Children' award in 2003.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive in a healthy environment where there are excellent procedures in place to prevent the spread of infection between children. Children are fully aware of hygienic hand washing arrangements and do so at appropriate times with little support. They are aware of their own personal needs accessing the toilets independently and disposing of used tissues appropriately.

There are stringent procedures in place to gain parental consent and guidance for administering medication. All medication and accidents are carefully recorded and promptly shared with parents. Most members of staff have current paediatric first aid qualifications, hence children are appropriately treated when minor accidents occur.

Children learn about their bodies through everyday conversations with staff, such as wearing waterproof clothing to play comfortably in the outside area. Children enjoy free access to the outside play area and happily explore a tray of peat in the drizzle. They eagerly demonstrate their skills as they manoeuvre the ride-on toys confidently along the path, stopping appropriately to avoid collisions, as they play cooperatively.

The café style snack time encourages children to be sociable and independent when preparing their own snacks, such as egg and home-grown cress sandwiches. Children are offered healthy and nutritious snacks, such as cucumber and cheese or a selection of fruit throughout the day. Through the café style process children are able to access water, squash and milk throughout their time at pre-school to ensure they remain well hydrated. Children's allergies and special dietary needs are effectively recorded in order to maintain their well-being. Parents receive excellent information on the storage of lunch boxes and healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff work exceptionally hard to provide a comfortable and welcoming environment for the children and their parents. The play space is organised well to provide children with a balance of experiences within designated zones. It is colourful and excellent use is made of display space, both two and three dimensional. However, due to limited space an appropriate nappy changing area has not been established in order to provide children with a safe area that maintains some degree of privacy. The outdoor area is well planned and enables children to have free access, whatever the weather. Children have been fully involved in developing this area and have created willow resources in their Forest School experiences.

The pre-school is exceptionally well resourced with an abundant range of high-quality toys and resources which are checked regularly to ensure their hygiene and safety. Toys and resources

have been arranged effectively so that children can independently access them from the low level units confidently.

Children are very well protected from abuse as staff have a thorough knowledge of how to recognise possible signs of abuse or neglect, and there are good procedures in place, known to key staff, should any concerns arise about a child.

The premises are checked daily and activities are effectively risk assessed; however, this has not been extended to fully include the premises. Vigilant staff ensure that the children enjoy a clean, safe and comfortable environment. For instance, staff immediately clean a dirty floor when mud is traipsed in from outside or sanitise the toilet area when a child has an accident. Children benefit from a secure environment where access to the provision is fully monitored through the use of a visitors' record and an accurate daily register. Children become aware of their own safety, for instance they are given clear explanations by staff as to why it is safer to walk through the playhouse door rather than moving its sides where fingers could be trapped.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy a rich and varied range of activities to stimulate their learning and development in all areas. Children's individual needs and welfare are promoted effectively through staff's excellent knowledge of children's capabilities and the close and caring relationships they have with the children.

Children respond well to the familiar daily routines that provide a structure within which they can access interesting resources and fully develop their independence skills as they make decisions about their learning. They achieve well as staff support them exceptionally well. They listen attentively and respond well which promotes children's excellent communication skills.

Nursery Education

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals in all areas of their learning. Staff have excellent knowledge of the Foundation Stage curriculum exhibited in comprehensive and thorough planning for indoor and outdoor play and implementation of relevant assessment of children's progress. Group activities are tailored effectively to meet children's individual needs and ensure that children are significantly challenged. For example, a Numicon activity is effectively extended to challenge a more able child, empowering her to successfully estimate and problem solve.

The dynamic learning environment is conducive to learning, for example the role play area is well planned to incorporate a range of learning experiences, which are adapted to effectively meet children's interests. Within the Garden Centre the children select flowers and either wrap them using cellophane and sellotape or find containers to use as vases to display them. Staff use resources imaginatively, for instance the see-saw is used to encourage children to explore heavier/lighter than concepts. Activities are introduced through resources. For example, as an introduction to Easter celebrations children explore eggs identifying the yolk and different ways that they can be cooked. Forest School is used effectively to promote children's understanding of the natural world, for instance they manipulate willow to create hurdles for the outside area.

Children have many opportunities to explore and investigate a range of materials. From observations made of the children staff enhance children's experiences of transporting materials, for instance porridge oats, into the role-play kitchen where they are able to add water and discover its texture and how it changes. Children use mathematical skills competently in everyday activities. They are keen to count how many children are present, showing good one to one correspondence as they point to each child, and to compare this amount to how many adults. They enthusiastically participate in number rhymes which introduce them to the concept of calculation. They are beginning to recognise numbers as they show commitment at completing a program on the computer and find magnetic numbers to represent how many children are at pre-school that day.

Children confidently label their creations and identify initial sounds in their name. They compare names and some children identify that both helpers' names begin with the letter J. Children listen attentively to stories and become engrossed in the illustrations. They confidently ask questions and respond appropriately to staff asking relevant, open ended questions.

Children show excellent spatial awareness as they competently complete jigsaw puzzles independently. Staff provide children with differentiated jigsaws in order to challenge their orientation skills. Children show excellent coordination and shape recognition as they thread beads to create necklaces. Children use tools competently in their play, for instance when creating independently they access the scissors and use them skilfully. Children manipulate play dough showing good coordination as they stretch, roll and pat it into desired shapes. They clearly describe the process using appropriate vocabulary. One child asks for some extra flour as her play dough has become too sticky on the table.

Consequently, children experience an extensive and well balanced curriculum through challenging, interesting and purposeful activities which help them to flourish.

Helping children make a positive contribution

The provision is outstanding.

Children confidently access the pre-school. They settle quickly as familiar routines have been established. They thoroughly enjoy singing the welcome song and have an excellent sense of belonging. Close and caring relationships have been established, for instance through home visits. Children are enthusiastic and become engrossed in their play making choices about their learning throughout their day. The children relish responsibilities and thoroughly enjoy being the helper for that day. Consequently, children are exceptionally well valued and respected as individuals by all staff. Children have a wealth of experiences to enhance their understanding and awareness of the natural world and the diversity in our society.

Children with additional needs are extremely well supported and their welfare and development are fully promoted by knowledgeable staff. All children are effectively monitored through regular observations to ensure their individual needs are met and that they are appropriately challenged in their learning, for instance accurate individual educational plans are established. There is excellent liaison with parents and outside agencies to fully support the children in their care. Children's spiritual, moral, social and cultural development is fostered.

Children behave exceptionally well. They are supported effectively to share and take turns as they use toys and play games. Sensitive approaches are consistently used by staff to manage behaviour. Children benefit from sensitive explanation about how their behaviour may impact on others. They are very clear on expectations and boundaries.

Staff are friendly and approachable, hence there is a regular exchange of information with parents to ensure continuity in children's care. Parents are warmly welcomed by staff and parents demonstrate their appreciation of the staff by supporting them wholeheartedly with fundraising and offering their time to support the committee. Partnership with parents is outstanding. Parents receive a wealth of information about the setting and the Foundation Stage curriculum. Children's achievements are regularly shared with parents both verbally, on a daily basis, and through more formal parents' evenings where targets are shared with parents to enhance children's learning. Parents are actively involved and contribute to their child's learning through discussion and the profile document.

Organisation

The organisation is good.

A designated administrator ensures the smooth running of the setting as staff have optimum time working with the children. High ratios are maintained which positively supports children's learning and development. Children thrive in an exceptionally well organised and stimulating environment. They thoroughly enjoy activities and have a positive approach to learning. Children are supported exceptionally well by caring, knowledgeable staff and good use is made of the key worker systems to effectively monitor children's progression.

Robust systems are in place to ensure that adults are suitably qualified and vetted before working directly with the children. Staff are highly qualified, experienced and dedicated in early years childcare, hence the setting meets the needs of the range of children for whom it provides.

On the whole, children's welfare, care and learning are extremely well supported through comprehensive policies and procedures, documentation and outstanding partnership with parents and carers. All regulatory documentation has been established, organised effectively and used to underpin the group's very good practice.

Leadership and management is outstanding. There is effective communication and team work. Staff work exceptionally well together to promote high standards. The staff, committee and administrator have a common sense of purpose and effectively monitor the provision for nursery education, for instance action plans are devised and implemented effectively. There is an excellent commitment to training which is documented in regular appraisals to ensure appropriate professional development for all staff, and attendance at staff meetings and cluster meetings.

Improvements since the last inspection

At the last inspection recommendations were raised relating to nursery education and health. These have been successfully addressed.

The provision for snack time has been altered to incorporate a café style system. This system provides children with extensive learning experiences as they are fully involved in preparing the snack independently and the organisation encourages children to be communicative and sociable.

There is a fully stocked and maintained first aid box to ensure the well-being of children when minor accidents occur. There is a contents list to accurately monitor the hygienic equipment.

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):

- develop suitable nappy changing facilities

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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