

Colden Common Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	110072
Inspection date	04 October 2007
Inspector	Amanda Shedden
Setting Address	Community Centre, St Vigor Way, Colden Common, Winchester, Hampshire, SO21 1UU
Telephone number	01962 715401
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Registered person	Colden Common 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?

Colden Common Preschool opened in 1974. It operates from Colden Common Community Centre and serves the local area.

There are currently 30 children from two years six months to five years on roll. This includes 20 funded three and four year olds. Children attend for a variety of sessions. Children with special needs and English as an additional language are supported.

The group opens five mornings a week during school term times. Sessions are from 09:00 until 12:00 with a lunch club offered on a Thursday and Friday running from 12:00 to 12:55.

Eight part time staff work with the children. Four have early years qualifications. Two members of staff are currently on training programmes. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the clean and spacious environment where they can freely access all areas of the provision. Children are becoming independent in their personal skills; they take themselves to the bathroom and know that they must wash their hands to get rid of germs. Children are encouraged to blow their own noses and dispose of the tissue for themselves. They independently wash their hands after messy play and before snack. Children are protected from illness and infection because appropriate health and hygiene procedures are in place.

Staff have a clear understanding of the procedures to be followed when recording accidents, or giving medication. Over half of the staff have a relevant first aid qualification ensuring that children will be attended to immediately and appropriately if they have an accident.

Children are offered a range of healthy snacks which they select when they are hungry. Children sit in small groups with a staff member making it a social occasion. They talk about foods that are good for their bones like milk as it has calcium in it. They choose milk or water to drink, helping themselves to water from the dispenser as often as they wish.

Children have many opportunities to develop their physical skills. Each day they have the choice of playing outdoors when they wish. Outside they use scooters, climb on the climbing frame or learn about balance as children use the see saw. They use the resources in the sand and water trays, paint pictures with brushes and make cups of tea in the house. Children run around the garden safely, sometimes stopping off to jump on the trampoline.

Indoors the children practise using the materials to manipulate the play dough with, rolling and cutting as they make ice creams and cakes.

They use the drawing implements to draw and colour the vegetables they have seen.

Children use their imagination as they make their own game up using the resources outside; they collect the water and carefully carry it over to the concrete area, pour and then use their scooters to make tracks, looking behind them to see the pattern their scooter has made.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have a safe and secure environment in which to play in where children's safety is promoted. Staff are vigilant about children's safety and ensure hazards and risks are minimised. When leaving the building and going for walks the children are closely supervised. Daily risk assessments are implemented and all staff monitor the provision, inside and out, ensuring that children's safety is promoted. The main door is locked and alarmed ensuring that staff would be alerted if the room is entered. There are notices reminding helpers that they should not enter certain areas, such as the children's bathroom area unless they have had the appropriate clearances.

The play room is set out ready for the arrival of children. The room has clearly defined areas, such as snack area, maths area, book corner and craft areas. Each area has a range of resources to interest and stimulate the children which they freely access. All of the resources are

appropriate for the ages of children attending. The walls have displays of the children's work giving the children a sense of belonging.

Outside the children have access to a large garden with a range of resources to reflect and extend the play provision from indoors.

Children and staff have practised the evacuation procedure, however, this is done infrequently, and consequently many of the children are unaware of what to do if they needed to evacuate the building.

Children are protected because staff have an awareness of the different types of abuse and possible signs and symptoms that may indicate a child was at risk. They are aware of their role and responsibility to protect children and the agency to contact if they had concerns. Subsequently children's welfare is maintained.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy in the pre school and are keen to take part in the activities. All children are encouraged to join in the range of stimulating activities; staff are skilled at knowing when children need support and when to allow children to develop their own play.

Each child is able to choose activities they would like to take part in and staff are supportive of child initiated play, praising and encouraging children boosting their self confidence. At times staff join in the play extending the children's imagination as they fix the car, encouraging their thinking skills as they discuss what is wrong with the car and how it needs to be fixed.

Nursery Education

The quality of teaching and children's learning is good. Staff have a good understanding of the Foundation Stage and how children learn. Children are making good progress through the stepping stones. Regular observations are undertaken on the children, however they are not used fully to inform the planning to ensure that each child is progressing at an individual level. All of the activities are well planned and staff are clear in their understanding of the learning intent and are skilled at encouraging children to think and they encourage children's conversation. For instance whilst using fruits to print with children were encouraged to describe what the fruits smelt, felt and looked like.

Children learn about the natural world around them. They look at the world around them as they go for a walk to the local allotment. As they walk, their curiosity is sparked, responding excitedly as they see spiders webs glistening in the dew. Staff ask open ended questions encouraging children to contribute their own knowledge as they ask about what lives in the web and why they have webs, many children responding with the answer. Children listen well to the allotment holder whilst she explains what there is to do. Children eagerly look carefully and pick out of the ground a range of fruits and vegetables. Children's vocabulary is increased as they learn new words such as nourish, chard, nasturtium and dahlia's. They are encouraged to dig up root vegetables finding carrots, parsnips and beetroot. Children look with a mixture of fascination and awe as they look at the snail they have found as he comes out of his shell to look around. Staff give good support explaining that the shell is snails' house. They enjoy digging in the vegetable patch, finding worms, spiders and other insects as they get the ground

ready for planting. Circle times are used well, encouraging children to recall what they have picked and seen on their walk.

Staff use conversations and discussions effectively to draw out children's ideas, use their own knowledge and encouraging their language skills. For example children talk about events that have happened to them, one child telling about when she was ill and the doctor fixed her ear, another about gardening with his family, other children join in talking about events that were important to them. Staff listen carefully responding positively to the children.

Children have many activities to underpin their writing skills, there is a writing table with different implements, clip boards in the role play area and writing implements outside on the table. However, they are not encouraged to make their mark on their own work, staff automatically write their name on their pictures for them.

Staff support children well encouraging children in their imaginative skills. They will question children as to what they need to extend their activity, for instance increasing the resources to enable children to wrap their "presents" up.

Children become engrossed as they mix the sand and water together making "chocolate cake" mud pies. Other children then start to make other things, this time carrot juice, carefully carrying the water to the table and pouring the water into the container with a carrot lid, a child choosing to stay with the container to "keep the lid on".

Imaginative games continue as they play "Cinderella" they sweep and clear the house out, decide who is who and then wash up all the resources in house, the member of staff ensures that the children have the appropriate resources allowing the game to be extended by providing a bowl of soapy water. One child carried her washing over to where the sun was, initiating good quality conversation from the member of staff as to why she had done that, the child responding that "they would dry quicker in the sun".

Children are stimulated and interested in the range of exotic fruits they have been given to taste. They look carefully at the colour and feel the skins, their vocabulary is extended as staff encourage children to describe the different textures and to name the fruits. Children respond with words and expressions screwing their faces up when they eat something they don't like and responding positively to the ones they enjoy. Children record on individual sheets what they liked and disliked taking them home to show their parents what they have tasted.

Children learn about number and use mathematical language through routine and incidental activities. For instance each day they count how many children are present. During conversations children confidently talk about different sizes. They learn about shape as they complete puzzles and when using the computer they play with a range of number games that are suitable to their abilities.

Helping children make a positive contribution

The provision is good.

Children are developing a strong sense of themselves as staff provide an environment where they are welcomed and encouraged to participate in all activities. They enjoy their time at the pre school gaining confidence and self esteem as staff praise and encourage children for their effort and achievement.

Children's behaviour is good. They benefit from positive role models provided by staff and they respond well to adult intervention. Each day there is a special helper who wears the badge with pride, knowing that they will be ringing the bell for tidy up time. There is a reward system for children where they can earn stickers, however not all children are aware of how to "earn" these stickers and the allocation of them is not consistently applied.

Children with additional needs are well supported. Staff work with other agencies and the child's parents to ensure that the children's needs are being met effectively. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents of all children including those who are in receipt of nursery funding is good. Parents value the pre school and are happy with the care received and progress their child is making. Parents are welcome to discuss their child with the key worker at any time and each term they are encouraged to take their child's records home and contribute to it if they wish. They receive regular newsletters and the notice board effectively share information about the areas of learning, themes, topics and daily routines. Parents are encouraged to support their child's learning by encouraging their child to bring in items linked to the terms themes. The pre school is run by a parent committee and parents are actively encouraged to volunteer to help.

Organisation

The organisation is good.

The organisation of the day is good. The routine of the day is organised well, the majority of the day is child initiated and the children enjoy the freedom of choosing which activities they want to participate in. The resources are organised effectively ensuring that the children, whether inside or outdoors are offered a range of activities that are stimulating and capture the children's imagination. This is conducive to their learning as children feel at ease within the environment.

All required documentation is in place to promote the welfare and care of children, however some records are not completed or stored in a manner in which confidentiality is maintained. Robust recruitment procedures are in place to ensure that people appointed are suitable to work with young children. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The supervisor and committee work together for the benefit of the children. They regularly monitor the provision and make changes to improve the setting. Staff regularly undertake training to improve their knowledge and skills. The deployment of staff is good, the strong staff team work well together to provide a varied curriculum for the children. There are good induction procedures for new staff to ensure they are aware of the setting's working practises and policies.

Improvements since the last inspection

At the last inspection recommendations were made to ensure that all children's records, including medication records were up to date and accurately completed and signed by parents. All records are now up to date and parents are required to sign to say they have seen them and to request if they wish their child to have medication. They were also asked to ensure that all visitors were unable to have unsupervised access to children. Notices are clearly displayed to remind visitors

that unless they have had the appropriate checks, they must not enter certain areas, thus preventing unsupervised access to children.

For the nursery funded children they were asked to improve the opportunities for children to learn about other cultures. This area is now incorporated into the planning and children are able to learn about other cultures. Some activities have been expanded to include other countries, for instance whilst tasting the exotic fruit discussions took place about where the fruits were grown. It was also recommended that they assess the educational provision, ensuring that all areas of learning were covered. The supervisor now monitors the planning to ensure that children are given opportunities to experience the range of activities linked to all of the stepping stones.

In addition they were also to improve the procedures to record the information gained from children's assessment, ensuring that the information gained clearly identified the children's next steps in learning. Staff make and record observations on the children and this information is transferred to their records of achievement which are shared with the parents. Individual key workers are aware of the child's next steps but at present this knowledge is not shared by all the staff to ensure that children are always having experiences that allow them to build upon their previous knowledge.

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

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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 that all records are recorded and stored in a confidential manner
- ensure that all children and staff practise the fire evacuation procedure
- ensure that all children have an understanding of how to earn rewards

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):

- encourage children to make mark their own work.
- improve the procedures to use the information gained from children's assessment, to ensure that the information gained is used to identify the individual children's next steps in 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