

Offington Park Pre-School

Inspection report for early years provision

Unique Reference Number	113620
Inspection date	27 March 2008
Inspector	Shan Gwendoline Jones
Setting Address	South Farm Road, Worthing, West Sussex, BN14 7TN
Telephone number	01903 213054 or 211585
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Registered person	Offington Park Pre-School
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?

Offington Park Pre-School opened in 1989 and operates from the Methodist Church in the Broadwater area of Worthing. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each week day from 09.30 until 12.00 and from 13.00 until 15.30 on Tuesday and Thursday, term time. The provision also operates a holiday playscheme for some of the school holidays for children up to the age of eight. All children share access to a secure, enclosed outdoor play area.

There are currently 49 children aged from two to under five years on roll. Of these 28 children receive funding for nursery education.

The nursery employs six staff. All 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.

Overall, children's health is well maintained. They are cared for in a clean environment. Older children are able to use the bathroom independently. Children access the sinks with running water and soap to wash their hands. However, they are not fully protected from cross infection as the water is not regulated with only the cold taps in use.

All of the staff have a current first aid qualification. This means they can administer first aid in the event of an accident. The setting has clear written guidelines on sick children. If children have an infectious disease, they do not attend. This means that other children do not catch unwanted illnesses. The setting requests written parental permission to seek emergency medical treatment and they maintain appropriate records if a child has an accident. If children need medicine, written parental permission is requested and the details and medication are securely stored.

The relaxed and sociable snack times help children to enjoy gathering around the table as a group, chatting about their day. Children also have easy access to drinks of water throughout the day in order to stay hydrated.

Children are active and move with confidence around the setting. Staff have a good understanding of children's development needs and provide plenty of challenges to promote children's manual skills and use of tools. Younger children are given close support and encouragement to explore resources and develop healthily, within a well organised and stimulating environment. Children demonstrate a positive attitude to exercise and have fun during a wide range of expressive games and activities, such as balancing and climbing, lively music and movement sessions and outdoor games with staff, which they enjoy enthusiastically.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting has a very good range of quality resources for use indoors and outside. At the beginning of the day, staff prepare a range of interesting and stimulating activities that support learning in a variety of areas, such as role play activities or creating a model. Children independently select their own resources because they are organised well and easily accessible, for example, pens and paper in the writing area. This means that children are able to make their own choices and decisions.

Staff are highly active in maintaining a play environment that is interesting and challenging for children, as well as being safe for a wide range of activities to take place. A thorough risk assessment of the premises and outdoor play areas is carried out. The staff undertake daily visual checks to ensure that equipment is in place to ensure children's safety. Access to the hall is closely monitored and good procedures are in place to prevent unauthorised visitors from gaining access. Fire drills are regularly carried out; staff try to ensure all children are familiar with the procedure to enable a swift evacuation in an emergency.

Children's safety and welfare is promoted well as all staff have a good knowledge of child protection issues and their responsibilities regarding safeguarding children. Staff undertake appropriate training ensuring their knowledge of local policies and procedures is regularly

updated. This enables staff to take appropriate action if they have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They are eager to attend and relish their time in the setting which puts them first. The daily routines are well-established and provide maximum opportunities for children to enjoy their free play. They can access all areas of the pre-school easily which helps them to be busy and active, confidently choosing what they would like to do from an extensive array of activities and equipment. Water play is always available and children enjoy experimenting and discovering what they can do. For example, children have tremendous fun cleaning cars and equipment outdoors, they negotiate roles working together as a team at their 'car wash'.

Staff are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem is enhanced because the staff praise and encourage them and show delight in their achievements. Children show kindness and consideration to others, they talk and respond with animation and laughter to the staff and their peers during circle time.

Children are developing their senses as they explore the texture of the paint as they wait for it to drip from the brush and smear it on their paper with their hands. They experiment with colours as they mix together colours on their paper and dip their brushes in different coloured paints. They dab paint onto the paper with a brush and then experiment with finger painting, carefully putting paint on their fingers and placing it on their paper. Children relish this opportunity to use their creativity and commentate on the picture they have created.

Nursery education

The quality of teaching and learning is good. Staff have good knowledge of the Curriculum guidance for the foundation stage. They effectively plan activities that follow children's natural interests, staff maintain the assessment records very well. The records are interesting to read and provide very good evidence of how children are progressing. All staff feed into the plans ensuring that the areas they wish to work upon with individuals are included, enabling children to progress at a pace that suits their individual learning needs.

The children enjoy large circle times; they listen attentively and many confidently offer their ideas; they join in enthusiastically with favourite songs and rhymes. For example, 'We're going on a Bear Hunt', children relish the actions of squelching through the mud. They tiptoed as they went quietly through the cave then screamed with excitement as they ran quickly from the bear. However, at times during circle time children become restless and are not effectively engaged as the group is too large. The activity does not meet the needs of all of the ages.

The writing area is a popular choice and children choose from a variety of writing implements and pieces of paper. They begin to understand that writing is a form of communication. Most children are able to recognise their own name and some recognise those of their friends. Older children are beginning to link letters to sounds. A well labelled environment helps children learn that words have meaning. Many children count reliably up to 10 and beyond and receive good opportunities to develop all concepts of mathematics through purposeful planned activities and good questioning techniques used by staff.

The play opportunities provided are fun because staff understand how children learn. This in turn means that children show good levels of independence, and an eagerness to participate. Children have many opportunities to be creative as they use resources and media to make pictures, collages and models. Opportunities for children to express and communicate ideas in role play continue to evolve as they enjoy celebrating the Chinese New Year. The imaginative role play area was transformed into a Chinese restaurant. Topic work and practical activities arouse children's natural curiosity and develop their exploration and investigation skills. They learn about nature and their environment as they study topics, they have opportunities to hold a lizard and a child commented they thought the locusts were like grass hoppers. Modelling material, such as play dough, is regularly available for children to experiment and create freely.

Helping children make a positive contribution

The provision is good.

Children are treated with respect and staff use praise and encouragement to help them develop positive self-images. They show a sense of responsibility as they help tidy away toys at the end of the session. Children have a very good relationship with staff and one another and show consideration for others as they share resources, such as bikes during outdoor play. Children are generally well behaved; they share, cooperate and take turns. Staff members manage children's behaviour well, they give clear explanations as to why the behaviour is not acceptable and suggestions of how children can manage their own behaviour and deal with their feelings. Staff members praise children throughout the day and acknowledge children's achievements.

Planned topics and resources within the setting help develop children's awareness of different cultures and diversity within society. For example, part of a photographic display depicted a child at the pre-school dressed in a Nigerian boy's costume. Written text explained the costume was based on drawings of boys from the Yoruba people of Eastern Nigeria. Children's spiritual, moral, social and cultural development is fostered. Staff treat all children with equal concern and work with outside agencies as appropriate to ensure all individual needs are met.

Visitors from members of the community, for example a wheelchair user and their guide dog, help the children to understand the needs of others. In addition, they are encouraged to develop a sense of community by raising money for charity.

Partnership with parents and carers is good. Staff are friendly and approachable; they work well with parents and exchange information about the children each day as they arrive and collect them. The notice board provides parents with additional information to ensure they are kept informed. Parents are encouraged to help with the group so enabling them to be fully involved in their child's learning and encourage children's progress. There are systems in place for staff and parents to share children's individual progress and development, including an end of term report and regular newsletters.

Organisation

The organisation is good.

The leadership and management of the setting is good. Staff are supported by management through regular staff meetings, more formal annual appraisals are planned for later this year. The management is committed to the improvement and development of staff and they are encouraged to update and extend their knowledge through training, thus benefiting the children. For example, 'planning for children's learning' and 'building relationships with parents'.

Children are at ease in the well organised environment, and are confident to initiate and extend their own play and learning. Good teamwork and staff commitment mean that children enjoy being at the pre-school. However, the way that staff have organised the structure and routine does not maximise the use of the additional smaller room and group time. Children benefit from a consistent, dedicated staff team who work together well and support each other. By treating each other with respect and communicating, for example, when leaving the room, they are positive role models for the children. Children and parents enjoy taking part in a fundraising event for Sport relief day to raise money for less fortunate children. This activity effectively helped children to learn to give.

All of the required documentation is in place and is stored securely. The clear policies and procedures are consistently applied by staff which helps contribute to the smooth running of the setting. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection a number of recommendations were set. These were to: conduct a written risk assessment on the premises and outside play area; ensure effective procedures for staff induction and staff appraisal are in place; and ensure that all records relating to day care activities are consistently recorded and contain the relevant detail.

Risk assessments are robust and identify action to be taken to minimize any possible risks. A clear procedure is in place for staff induction and the setting has planned formal annual appraisals for all staff. All of the required documentation for the national standards is in place and is regularly reviewed and updated.

At the last nursery education inspection the setting was asked to; increase staff knowledge of the stepping stones; offer more challenge for more able children; foster children's independence in regular routines; introduce regular linking of sounds and letter; and increase mathematical development.

Staff have attended courses on Foundation Stage to update their knowledge of the stepping stones. Plans are adapted to offer more challenge to extend and support the children. Children's independence has been promoted, children have free flow between indoors and outdoor and are encouraged to be independent in their daily routines, for example, hand washing and selecting resources from the low level trolleys. Children enjoy the focus on colour, shape and sound of the week and bring in items from home to support this activity. Children are able to calculate, do simple addition, subtraction and problem solving. Number lines are displayed and children use these well supported by staff. A range of activities support children's mathematical development.

As a result, this has greatly improved children's care, well-being and development.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint that required the provider to take action in order to meet the National Standard. The complaint related to National Standard 3 – Care, learning and play and National Standard 12 – Working in partnership with parents and carers. Concerns were raised regarding the conduct of a bank member of staff and that complaints from parents about this were not dealt with appropriately. Ofsted asked the provider to investigate these concerns and provide a report. Following receipt of the report from the provider Ofsted conducted an unannounced visit to the provider. As a result of our investigation

three actions were set under National Standard 2 - Organisation, National Standard 12 and National Standard 14 - Documentation. Ofsted received a response from the provider stating how they will meet the National Standards. Ofsted was satisfied that the provider has complied with these actions. The provider remains qualified for registration.

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):

- ensure that the water in the children's toilet facilities are regulated to an appropriate temperature.

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):

- review the operational plan and grouping of the children to offer more challenging experiences for the three and four year olds and to meet the individual needs of the younger/less able children (also applies to care)

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