

Grove Pre-School

Inspection report for early years provision

Unique Reference Number	115262
Inspection date	17 October 2007
Inspector	Deborah Jane Starr
Setting Address	Grove Sports Centre, St Mary's Grove, Nailsea, North Somerset, BS48 4NQ
Telephone number	07749 240004
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Registered person	Sarah Isabella Robbins
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 outstanding. 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?

Grove Pre-school is a privately-owned group that was registered in 1992. The pre-school is based at the Grove Sports Centre, Nailsea, North Somerset and operates from within designated areas. The pre-school opens from 09:15 until 12:00 Monday to Friday and on selective afternoons between 13:15 and 15:45 term time only.

The pre-school is registered to provide care for a maximum of 24 children at any one time. There are currently 50 children aged between two and five years on roll. Of these, 39 are in receipt of funding for nursery education. The pre-school supports children with learning difficulties and disabilities and for whom English is an additional language.

The pre-school employs 10 staff; of these, seven hold appropriate early years qualifications. All staff work on a part-time basis. The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive in a friendly atmosphere where their health and well-being are exceedingly well met by caring and knowledgeable staff. There are excellent procedures in place to prevent the spread of illness and cross infection between children. For instance, each parent is given a copy of exclusion periods for sickness and staff follow extremely good hygiene routines. Children learn good self-care skills and confidently address their own physical needs. They look at fun posters in the toilet area and follow the appropriate steps to be taken when washing hands and know when to wipe their noses and how to dispose of used tissues. Procedures for the administering of medication, the recording of accidents and auditing of incidents are thorough. The majority of staff hold valid paediatric first aid certificates and are able to offer good care should a child have an accident.

Children's physical development is extremely well promoted through the highly effective planning of physical play sessions and spontaneous opportunities. Staff set up equipment or large group games that promote specific skills and provide challenges that extend children appropriately. Children listen and follow instructions, and know they have to move their bodies in a variety of ways to warm themselves up before physical activity. They find space for themselves to move safely and take turns to select coloured cones in teams. Children count how many they hold and celebrate each others' achievement by clapping. Staff use resources thoughtfully encouraging children to balance and walk with cones on their head and to walk along a fixed cord on the ground in a variety of increasingly challenging ways. Children walk sideways, backwards and jump from side to side. Staff ensure that children cool down from activities, whilst also developing control and co-ordination by singing action songs such as 'Head, shoulders, knees and toes'.

Children benefit from a wide and varied range of healthy and nutritious snacks. Children's individual dietary needs are taken account of and discussed fully with parents. Snack times are social occasions with staff sitting with their key worker group. Children's understanding of the importance of making healthy choices is promoted further through themed activities, cookery sessions and discussion at every opportunity, for instance, at story time. Children help themselves to easily accessible water throughout the session.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Staff work hard to create a vibrant and inviting environment for children and their parents. The rooms are spacious and attractively decorated with many examples of children's own work, posters and photographs of activities. The play areas and lay out of resources are planned effectively to promote all areas of learning. Children have daily access to a variety of outside areas that enhance the range of activities that children enjoy safely.

High priority is given to promoting children's safety. Staff are vigilant in ensuring all areas are safe and clean. Extensive and thorough written risk assessments and comprehensive daily checks ensure children are not at risk. Systems such as, the clear identification of numbers of children and adults present at each fire exit promote children's safety further in the event of emergency evacuation. Regular checks of the extensive high quality range of equipment, resources and toys ensure they are safe, and age and developmentally appropriate. Staff use everyday activities

effectively to help children develop their understanding of their own personal safety. They willingly help to tidy toys away to prevent tripping, frequently practise evacuation procedures, know how to hold scissors safely and observe and discuss the need to be observant in car parks when walking to the outside areas. Discussion about talking to unfamiliar persons and caution in the presence of dogs when using the large playing fields; alongside planned activities focused on road safety, and visits from the police, a fireman and lolly-pop lady promote children's understanding further and their awareness of people who help them.

Children are well protected from harm and their welfare safeguarded. Well-considered procedures include the security of children when on the premises, vigilant use of the visitors' book and the collection of children by authorised persons. Staff have a thorough knowledge of how to recognise signs and systems of abuse and regularly review their understanding of child abuse issues at staff meetings and update their knowledge of child protection and local reporting procedures through regular training. Written procedures accurately reflect changes to local guidance. A clear written child protection policy included within the information pack, clear display of steps to be taken in the event of concerns and a copy of local authority procedures ensures parents are well-informed.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children from a young age enjoy a rich and innovative range of activities that stimulate their learning and development in all areas. Staff are knowledgeable and sensitive and offer children opportunities to develop good learning through both adult-led and child-initiated activities. Children make excellent progress because staff help children settle, become confident and are effectively supported to make choices. Younger children benefit from the challenge of sharing activities with older children because staff are skilled at adapting activities and supporting children. Staff thoughtfully take account of each child's individual developmental stage by using the Birth to three matters framework alongside the Foundation Stage curriculum to effectively assess and evaluate children's progress and achievements.

Nursery Education

The quality of teaching and learning is outstanding; children make significant progress in all areas of learning. Staff are very knowledgeable about the Foundation Stage curriculum and understand how they promote and support children's learning through a wide variety of interesting and innovative activities, resources and approaches. Staff effectively build upon information gained when children join the group to provide resources, activities and opportunities that supports children to make rapid progress. Planning for learning and development is highly effective and well-informed. Frequent observations, assessment and evaluation of each child's achievements and progress linked to the stepping stones ensure that their next steps are clearly identified and planned for.

Staff effectively use everyday opportunities such as, snack time to promote children's learning. Children sing a familiar song about expected behaviour at the table, are encouraged to recall what they have played with prior to snack, express their likes and dislikes of various foods and are encouraged to try unfamiliar foods. They recognise and count the correct number of cups and plates needed for the numbers of children sitting at the table and take turns to hand these out. They recognise shapes in everyday objects such as bread cut into a triangle and when joining their fingers together. They learn self care skills when helping themselves to marmalade

and fruit, use a knife to spread and make choices between milk and water, pouring their own drinks.

Staff skilfully help children make connections between their learning, understanding and experiences and ask open-ended questions that help children develop their own thoughts and ideas. Children know and understand why they wash their hands before a cookery activity. They are guided by staff to spread tomato puree and hold the knife safely. Staff extend children's language through the use of unfamiliar words such as 'serrated' and talk about the importance of storing foods correctly. Children take an interest in unfamiliar foods, such as an orange pepper and select other foods such as tomato and cheese; children confidently make suggestions and talk about other food they like such as, mushroom. They sprinkle cheese and sweet corn and count the sticks of pepper on their topping. Children count how many they have placed onto their pizza base and recognise that they can have one more, recalling how many pieces they are able to select.

Children enjoy re-creating their own ideas in 3D and on a large scale using a wide range of materials such as junk, fur, fabric, polystyrene, card, boxes, tissue paper and lace. They create their own models and build structures using an interesting variety of construction and interlocking resources. They relish the feel of paint on their hands when contributing to large displays of pictures representing aspects of autumn, such as a hedgehog.

Helping children make a positive contribution

The provision is outstanding.

Staff welcome children and parents into the pre-school at the start of the session. Children develop a strong sense of belonging to the group and feel a sense of value through the many displays of their own and group large scale work, in conjunction with a vast number of photographs of themselves participating in a wide variety of activities. Children are highly valued and respected by caring and enthusiastic staff who are committed to ensuring each child's needs are identified and met within the pre-school. An integrated approach with local agencies, proactive liaison between staff and parents and strong links with local schools ensure that children with learning difficulties and disabilities and specific individual needs receive the best possible support to make progress and to make a smooth transition into school. Resources such as, sequence charts, picture signing cards, use of Makaton and advice sought from language support services creates an inclusive and supportive environment that enables children to gain confidence and thrive. Children develop an awareness of others and learn to respect differences as they learn about their own community and the lives of others through well-planned and interesting activities. They regularly visit local shops and facilities such as the church, the barn and post office as they walk around the local area. Meaningful activities that reflect the ethnic diversity of the children that attend are embraced, such as the Thai festival of 'Songkran' through food, music, dance, icons and cultural dress. Children play with and have daily access to an extensive range of high quality resources that reflect positive images of difference. The identification of a designated member of staff with responsibility for equal opportunities ensures that staff remain vigilant in ensuring inclusion for all children and the importance of creating an inclusive environment.

An innovative approach through the singing of songs at appropriate times helps to develop children's understanding of acceptable behaviour and routines of the day. The clear, calm, respectful and consistent approach of staff to behaviour management and involvement of children to agree acceptable behaviour effectively ensures that children respond well to the high expectations of staff. Children form strong relationships within the group and show care

and concern for each other. Children are happy, settled and quickly become engaged in the wide range of activities on offer. Parents are actively encouraged to participate in events by sharing their skills and work experience, and are very keen to do so; such as, music, hairdressing and a fireman. They enthusiastically contribute to activities such as a father's and grandfather's day and mother's and grandmother's day. Parents and carers give high praise for the care, commitment and learning experiences given to their children and wealth of information available to themselves. Parents are well-informed of their children's experiences and welfare and staff practice through frequent discussion with staff, extensive written policies and procedures, comprehensive and frequent newsletters, a daily activities board, weekly song sheets and clear easily accessible displays of notices and events. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is outstanding. Comprehensive and clear written information in conjunction with discussion with key workers ensures parents are well informed about the Foundation Stage curriculum and how their children are supported in their learning. Clear information from parents combined with early observations by staff provides the clear starting point of each child's developmental assessment. Frequent reminders to parents to access their child's own progress record and regular one-to-one feedback throughout the year focussed on children's achievements within the six areas of learning ensures parents are well informed. Parents are actively encouraged to be involved with their own child's learning. For example, frequent newsletters inform parents of themes, learning intentions of activities and how parents can support their own child's learning, such as looking for familiar letters in road signs. Parents help children bring in objects from home for the well used interest table, themes and on-going activities that promote children's understanding. For instance, sorting leaves by colour whilst waiting for the start of the session and encouraging children to recall requests for information for their individual journals. A daily activities board, information leaflets suggesting activities to support children's learning through play at home and lending library offer further opportunities for parents to be well informed and to support their own children's learning. Parents are actively encouraged to share information about their own children's achievements at home.

Organisation

The organisation is outstanding.

Children's progress is significantly enhanced by the excellent organisation of the pre-school. The well qualified and experienced staff team work extremely hard to successfully create a vibrant and inviting environment of their own within the limitations of the premises. Their dedicated approach to using all available space and every opportunity to support, contribute and promote children's learning is exemplary. An abundance of posters promote visual images of diversity, number and letter, hanging baskets encourage parent participation in activities, hanging 3D structures enhance themes and fun pictorial and photographic sequence charts help children understand expected routines. High staff ratios, and well considered deployment of staff throughout the play areas ensures children are fully supported in their play. Children are encouraged and enabled to start making choices about their own learning through easy accessibility to a wide range of activities and resources.

Comprehensive systems followed by all staff ensures that all documentation and policies and procedures within the National Standards promote and safeguard children's welfare and help children progress. All records are stored confidentially. Robust and rigorous recruitment procedures and on-going checks ensure staff are suitable to work with children. Children benefit from staff's commitment to develop their knowledge, understanding and skills through training

that is shared with the staff group and integrated into the practice and procedures of the pre-school. Staff meet frequently to review and evaluate their practice and have a clear understanding of their strengths and weaknesses and areas they wish to improve. Staff members are committed to ensuring their provision is of consistently high quality and have gained a recognised quality assurance scheme.

The leadership and management is outstanding. A regularly reviewed, evaluated and highly effective monitoring system of planning and individual assessment records ensures that children move forward appropriately at their own pace. The leader and staff use their thorough knowledge and understanding of the Foundation Stage curriculum, frequent discussions and meetings to effectively plan a wide range of interesting activities that excite and challenge children in all areas of learning.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was requested to make the following improvement: to give further consideration to the methods used to provide feedback for parents about their children's attainments.

This recommendation has been considered fully and steps taken to improve the provision, as reflected in this report.

At the last nursery education inspection the provider was requested to make the following improvement: to provide opportunities for children to plan and create their own creative projects using three dimensional materials.

This recommendation has been considered fully and steps taken to improve the provision, as reflected in this report.

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 outstanding. 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 MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

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