

Jumpstart Pre-School

Inspection report for early years provision

Unique Reference Number	141828
Inspection date	10 March 2008
Inspector	Judith, Mary Butler

Setting Address	Heronsbrook Meeting Place, 5 Wadesmill Lane, Walnut Tree, Milton Keynes, Buckinghamshire, MK7 7ED
Telephone number	01908 232296 or 0798 1396422
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Registered person	Jump Start 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Jumpstart Pre-School opened in 2000. It operates from a hall in the community centre situated in Walnut tree, which is south east of Milton Keynes. All children share access to a secure enclosed outdoor play area. The pre-school is registered to care for up to 30 children at any one time. The pre-school is open Monday, Tuesday, Thursday and Friday from 09.30 to 12.00 and on Wednesdays from 12.15 to 14.30 term times only.

There are currently 33 children on roll, of these, 18 children receive funding for early education. Children come mainly from this estate and surrounding areas. The pre-school currently supports children who speak English as an additional language.

There are five staff members employed to work with the children. Of these, two hold relevant early years qualifications. A further staff member is working towards a qualification in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children develop an awareness of personal hygiene through discussions and reminders from staff, for example, reminding the children at group times about remembering to put their hands over their mouths when they cough. Children know that this will stop the spread of germs and help prevent them from becoming sick. Hygiene procedures are in place; however there is no written procedure for staff to follow with regard to changing nappies. Staff hold first aid qualifications and all of the required documentation to record accidents and the administration of medication is in place. Parents are asked to countersign accident reports and this ensures they are fully aware of any incidents occurring to their child. Medication forms are completed, however, parents are not always requested to countersign completed paperwork.

Children have opportunities to use the fully enclosed outside area and access a range of equipment, including sit and ride toys and a trampoline. Children are confident in their physical skills and move with ease around the outside area. Staff provide children with opportunities to develop their large muscle skills through a variety of equipment in the hall including balancing beams and a climbing frame. Older children enjoy the physical education session once a week, this activity helps prepare them for school.

Children enjoy healthy and nutritious snacks while at the pre-school. These include apples, bananas, cucumber and carrots and a choice of milk or water to drink. Children have the opportunity to socialise and chat to each other and staff at snack time. They confidently talk about the food they are eating and events from their personal lives. Drinking water is not readily available for children to pour if they need a drink during the session.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are comfortable and at ease in this welcoming and child friendly environment. Staff set up the room prior to the arrival of the children, with a range of interesting and varied resources and activities. Children enter confidently and most are able to leave their main carer with ease. Staff know the individual children well and are aware of those who require support in this task. Children access a range of age and stage appropriate toys and resource staff regularly clean and check the equipment to ensure it is suitable for the children attending. Planning documents ensure a variety of toys and activities are offered to the children within their weekly routines. Children have opportunities to freely select some toys and resources from the variety displayed in a storage trolley within the hall. Children access a range of active, quiet, inside and outdoor activities within the time they spend at the pre-school.

Staff minimize risks to children by undertaking a daily safety check and ensuring the premises are secure at all times, all visitors and parents have to knock to gain entry. Children are learning to keep themselves safe through the procedures followed by staff, for example, calling the register and undertaking evacuation procedures. Children are aware of the expectations and older children remind younger children of the 'safety rules', for example, no running inside.

Staff have a sound knowledge of the signs and symptoms of child abuse and procedures to follow should they have concerns regarding a child in their care. Documentation is in place and this includes the procedure to be followed in the event of an allegation of child abuse being

made against a staff member. The procedure does not include information about the Local Safeguarding Children's Boards.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children receive individual time and attention from the staff team. They are happy and settled and most are able to select the toys and activities they wish to use or take part in. Staff encourage children to use a range of resources and support them in these choices, for example, sitting with the children while they work on the computer. Children know the daily routines and develop a sense of time; they know, for example, that it will be snack time after they have had a story. Children have opportunities to play inside, outside and be active and quiet within their weekly routines.

Nursery Education

Teaching and learning is satisfactory. Children are developing sound relationships with other children and adults within the setting. Older children are confident in their communication skills and express their thoughts and feelings at large group times, such as, showing other children interesting objects like the daffodil at register time. Most children are well behaved and show consideration to others in their play, for example, one child says sorry to another as he knocks the track that has been built. Staff provide children with some opportunities to make individual choices about the equipment they wish to use and this assists children in developing their independence. However, these are limited as staff undertake everyday tasks for the children, such as, serving their own snack or putting their coats on when going outside. Children are creative and express themselves through a range of resources and activities, including free painting at the easel and role play. Children especially enjoy using their imaginations in the 'vet's surgery'. Children enjoy singing and all are keen to act out the 'five little monkeys' song.

Children recognise their names and older children are beginning to write recognisable letters. They do not have opportunities to recognise written letters and words in everyday situations, for example, by labelling simple objects in the hall and garden. Children enjoy mark making in a variety of situations, however, drawing and writing materials are not always provided in daily activities, such as, the home corner or outside play area. Children like books and stories and they handle books with care. Older children often sit together and share a book, taking it in turns to turn the pages, they chat freely about the pictures to each other.

Children count with staff at group times and enjoy singing number rhymes, such as 'five little monkeys'. However, opportunities to use numbers and simple calculation are limited as staff do not encourage the children to count during the daily routines, such as at snack time or while playing outside. Children use language such as shorter and longer while playing with the road track. Children are developing their confidence in using the computer and many are able to use the mouse to find their way around a simple computer programme. The current theme is animals and children are excited about the visit from the vet and having a real pet in the pre-school. Children learn about different people and the world around them through a variety of topics.

Staff talk to parents about their children and this enables them to find out about individual children's routines and needs. Children receive individual time and attention from the staff who enjoy working with the children in different activities, for example, playing with the 'gloop'. They encourage and reinforce children's learning through discussion and questions. A key

worker system is in place and staff undertake observations on the children. These observations are used to update the children's individual records, however, staff do not use them to inform future planning or identify children's next steps in learning.

Helping children make a positive contribution

The provision is satisfactory.

Children receive a warm welcome in this pre-school. Staff and parents exchange information at each end of the day and this enables staff to meet their individual needs. Children settle quickly into the daily routine and enjoy the individual time and attention they receive from the staff members. Staff know each child well and include all children, ensuring they have their individual needs met. Children learn about the diverse society through different themes, topics and resources, for example, small world toys, puzzles and topics such as Chinese New Year. Staff invite parents to the setting to share their experiences and knowledge with the children. Children's spiritual, moral, social and cultural development is fostered.

Most children are well behaved and show consideration for others in their play, including taking turns and sharing the toys and resources. Children are developing sound relationships with the staff and other children. They often seek out other children during their time at the pre-school, for example, waiting for a friend to finish the painting before moving to the home corner. Staff act as good role models and reinforce positive behaviour with praise and encouragement, children enjoy choosing a sticker for their hard work during key worker time.

The partnership with parents is satisfactory. Parents and staff work together to ensure the children make the move from home to pre-school with ease. They spend time together prior to the children starting at pre-school and this enables the staff to find out all about the child, their individual needs and preferences. This assists the children in feeling confident and enables them to settle into the routines of the pre-school. Staff verbally share information about the child at each end of the day and parents are invited to attend annual open sessions, where they can discuss their child's progress and view their records and work. Parents are unable to freely access the pre school's policies and procedures and information about current themes and topics is limited and not easy to see on the notice board.

Organisation

The organisation is satisfactory.

Staff prepare the hall to ensure it is warm and welcoming to parents and children as they arrive. Children are confident and happy in their surroundings and move freely around the hall and cloakroom area. They make individual choices following register time about where, with what and whom they wish to play with. Staff provide children with some opportunities to develop their independence by freely selecting the toys they wish to use from the storage trolley. Children enjoy the individual time and attention they receive from the staff members and this assists them in developing their self esteem.

Policies and procedures are in place but these are not readily available for parents. Some information needs to be updated and included, such as, developing a written procedure for changing nappies and ensuring the child protection procedure includes information about the Local Safeguarding Children's Boards. Effective systems are in place to record children's attendance and visitors to the setting are supervised at all times. The setting meets the needs of the children for whom they provide.

Leadership and management are satisfactory. Staff have an understanding of early year's guidance, such as, the Foundation Stage and the National Standards. However, the planning does not link directly to the stepping stones and not all areas of learning are covered sufficiently. Regular staff meetings are held and these are used to discuss individual children and plan the curriculum. All staff are involved in the planning process with the manager responsible for pulling the final product together. A key worker system is in place and staff undertake observations, however, staff have not developed effective systems of using these to identify children's next steps in learning. An appraisal system is in place, but staff have not had the opportunity to identify their individual strengths, weaknesses and training needs through recent appraisals.

Improvements since the last inspection

Following the last inspection for day care there were four issues to be addressed. These related to ensuring that all new staff were aware of and understood the policies and procedures in place and encouraging the children to develop their social skills by sitting together at snack time. The setting were also asked to update the policies and procedures to include the contact details of the regulator and provide a written procedure to be followed in the event of a child being lost from the setting.

Since the last inspection the setting have introduced an induction procedure for all new staff to ensure they are fully aware of the policies and procedures in place. Policies have been updated and now hold a lost child procedure and details of the regulator. Staff have organised the daily routine to provide children with opportunities to sit together and socialise at snack time.

At the last inspection for nursery education there were two issues to be addressed. These related to developing the planning to provide more able children with further challenges in calculation, writing for other purposes and phonics. The setting was also asked to introduce an appraisal system to ensure staff were confident in all areas of the Foundation Stage.

Since the last inspection planning has developed to provide children with further opportunities to calculate, use phonics and write for other purposes, however, children do not have opportunities to access these daily during routine activities, such as, lining up to go outside and mark making in the home corner. Staff have had opportunities to participate in an appraisal system, however, due to sudden changes in the committee, the staff have not had an appraisal this year.

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):

- ensure parents countersign completed medication forms
- ensure the policies, procedures and information regarding the current themes are readily available for parents
- update the policies and procedures to ensure a procedure is in place to follow with regard to changing nappies and the child protection procedure complies with the Local Safeguarding Children's Boards (LSCB)

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):

- further develop the planning to clearly link to the stepping stones ensuring that all areas of learning are effectively covered and individual children's next steps in learning are clearly identified
- provide children with further opportunities to develop independence skills in everyday activities
- further develop the appraisal system to ensure that all staff have the opportunity to identify their individual strengths, weaknesses and training needs.

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