

# Uffculme Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	106061
<b>Inspection date</b>	21 November 2007
<b>Inspector</b>	Julie Neal
<b>Setting Address</b>	c/o Uffculme CP School, Ashley Road, Uffculme, Cullompton, Devon, EX15 3AY
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<b>Registered person</b>	The Trustees of Uffculme Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Uffculme Pre-School was opened in the 1970s. It operates from a portacabin in the grounds of Uffculme Primary School. The pre-school serves the local and surrounding area. It is registered to provide care for a maximum of 15 children aged three to five years. There are currently 36 children on roll, most of whom are in receipt of funded nursery education. The setting has experience of supporting children with learning difficulties and/or disabilities.

The group opens five days a week during school term times. Sessions are from 09:15 to 11:45 and from 12:45 to 15:15. There is an optional lunch club that children may attend.

There are five members of staff who work with the children, four of whom have recognised childcare qualifications. The setting receives support from the local authority. Overnight care is not provided.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are well protected against the risk of illness and cross infection. They benefit from the staff teams' good daily routines that ensure all areas are clean and hygienic, with toilets, washbasins and tables being cleaned frequently. Children learn to manage their personal hygiene needs very well, they are independent, for instance they make use of the hand washing facilities in the classroom throughout the session according to individual need. However, they do not have consistent access to soap in the external toilet block, which presents a risk of cross infection as there are occasions when children are unable to effectively wash their hands. Overall, documents that support children's health and wellbeing are well maintained, for example, there is a clear sickness policy in place that staff implement well, written consents are provided to seek emergency treatment if needed, and accident reports are comprehensive. However, there is no process to record that parents whose children are collected by a third party have been informed if there has been an accident, for instance, if staff have contacted them by telephone.

Children enjoy the healthy snacks provided. They have a good variety of different fruits at each snack time, and these are supplemented by crackers and spreads, and occasional treats such as a biscuit. There is a lunch club that children can attend, parents provide packed lunches and support the setting's healthy eating policy in encouraging children to eat balanced meals. Meal times are very sociable and used well to encourage children to discuss the health benefits of different types of foods and their individual preferences. Children are frequently offered drinks so they do not become thirsty, although there is not provision for them to independently help themselves.

Children enjoy frequent outdoor play where they experience the health benefits of fresh air and exercise. Staff plan outdoor activities well, ensuring children have a very good balance of free play and activities that promote particular skills; for example, children happily organise their own energetic games of 'chase', they ride bikes and scooters with skill and co-ordination, and they confidently use large equipment where they climb and balance. They enthusiastically take part in organised games where staff identify their development in specific areas, for example enjoying circle games where they learn to throw and catch balls accurately, and team games where they learn to work co-operatively with each other.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy a bright and welcoming environment where space is organised very well to provide a good variety of play and learning opportunities; for example, role play equipment and areas for messy play encourage children to explore and be creative, cosy book corners invite children to investigate new books and stories. Excellent use is made of wall space to display interesting posters, information, and children's projects and artwork, contributing significantly to the child friendly atmosphere. Resources are extremely well organised, maximising use of space in order that the extensive range of toys and equipment are easily accessible to children; for instance, good use of low level drawers that are very well labelled, enabling children to freely help themselves in play. The premises are safe and secure, staff are vigilant in ensuring that doors are locked and no-one can gain unsupervised access to the setting. Daily routines that support children's safety are good. Staff make good checks of all areas of the premises before each session, and there are very effective systems to ensure that equipment remains

suitable for children to use. Health and safety procedures ensure that staff make effective assessments of any potential hazards on outings, and staff and children wear high visibility vests when out in the community, in order that they are easily seen. However, some documents that support safety are not regularly maintained, for instance staff forget to complete the daily record after completing their routine checks.

Children's safety and wellbeing is supported by the extremely good awareness of the setting with regard to their responsibilities in safeguarding children. Staff and committee members have undertaken child protection training and are clear about the procedures to follow should they have concerns regarding the abuse or neglect of children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children thoroughly enjoy the very good variety of activities that promote their learning and development. Children are happy and enthusiastic, they enter the setting cheerfully and are keen to explore activities and resources. Activities are organised well to focus on the needs and interests of the children that attend each session, ensuring that all are well stimulated and positively engaged. Children have very good opportunities to choose what they want to do, for example, they help themselves to resources and materials to use in play, they decide whether to play indoors or outside, they confidently develop their own games and initiatives. Staff have an extremely good understanding of how children learn through play, and their focus on children's individual development ensures that each child's needs are met well.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals in all areas of learning.

Staff knowledge and implementation of the Foundation Stage curriculum is good. They plan well to ensure children benefit from a breadth of interesting and stimulating activities that support their learning in all areas. They are confident in their knowledge, encouraging children to develop their own play in child initiated activities, using their good observations to identify children's individual progress and achievements. The strong focus on inclusion within the setting is supported by the effective discussions of individual children's needs, for instance at team meetings, and written plans identify where children may require additional help in order to participate fully in activities. However, records do not consistently identify opportunities within activities for extending more able children. Processes used to monitor children's progress towards the early learning goals are clear and effective, using observations well to provide good evidence of children's achievements in each area of learning.

Children are happy and confident. They are eager to learn and keen to discuss what they will do. They are independent and manage their own needs well, for example doing up their coats before playing outside and attending to their own personal care. However, some opportunities to further promote independence are not utilised, for instance at snack times staff pour drinks and spread crackers for children, who have demonstrated in play that most have the ability to do this for themselves. Children communicate confidently and demonstrate a good vocabulary, for example as they discuss concepts of 'light' and 'dark'; they show their growing awareness of the wider world as they talk about the differences between night and day, and discuss the sun, the moon and the stars. They enjoy using books, gaining pleasure from looking at these together and following the story as they turn the pages. Children listen well, they are attentive

to instructions and show respect for each other as they speak in turn and share their news without interrupting. Children are confident mark makers, developing their writing skills in interesting activities such as making seasonal diaries. Some children clearly write their names as they label their artwork. Children confidently use their mathematical knowledge in a variety of contexts; for example, children have made 'lasers' to support imaginary play and they count the number of parts they have used to create these, identifying who has used more pieces and how many more have been used, they compare to see who has the longest. Children's recognition of numerals is good, they consistently identify the correct figure on a number line and put numbers in the correct sequence while doing a puzzle. Children design and construct with purpose and concentration; for instance, children use dolls' house furniture to design an 'ideal room', discussing where items should go in relation to each other and considering the dimensions of objects; children become absorbed as they use construction materials such as Lego and Mobilo to create space rockets, cars, and cranes. Children have access to a computer and a good variety of educational software which they use freely, developing confidence in the use of technology and supporting other skills; for instance, the development of hand-eye co-ordination through using the mouse. Extremely good access to a range of tools to use in play encourages children to develop fine motor skills, for example, they are proficient as they use scissors, cutting card and paper as they create models from recycled materials; they use hammers and nails as they make patterns with wooden shapes; they use a wide variety of cutters and rollers as they manipulate dough. Children enjoy creative play, having a good balance of opportunities to freely express themselves, and to take part in craft activities with a defined objective, for example, children make very good use of paints and crayons throughout the day to create their own artwork; they also thoroughly enjoy making bats and owls to be part of the 'night-time' display, using a range of fabrics and feathers to make their animals individual. Children are encouraged to explore their own ideas and they engage very well in imaginary play, for example, the current topic of 'light and dark' has prompted children to develop the theme to include outer space and they create exciting scenarios as they explore planets and discover aliens. Staff support role play very well, quickly adapting resources to meet children's interests, for instance transforming the home corner into an exciting spaceship which children enthusiastically use as the base for their games.

### **Helping children make a positive contribution**

The provision is good.

Children are confident and happy and their self esteem is supported well. Staff are warm and caring and provide an inclusive environment where individual children's needs are met. Children from different cultures and communities are supported very well. Staff demonstrate their excellent awareness of equal opportunities in the respectful way they recognise the different lifestyles and belief systems of children attending the pre-school. Children learn to value each other and express a lively interest in their different ways of life. Good information is gained regarding children's individual requirements, and staff work well with parents and other agencies to ensure that children with learning difficulties and/or disabilities are supported and enabled to participate. Individual learning plans for children with specific needs ensure they are challenged well and make progress.

Children are well behaved and have a thorough understanding of expected codes of conduct because staff make good explanations to them and ensure they are informed of any changes to their daily routines. Very good organisation of activities according to the interests of individual children attending each session supports good behaviour, for example, providing active children with plenty of opportunities for vigorous play ensures they are able to sit quietly and enjoy

participating in story time and circle time without becoming restless. Staff are calm and consistent in their implementation of behaviour management strategies, working closely with parents to resolve any specific issues children may have, and focusing on positive praise and encouragement.

Children's spiritual, moral, social, and cultural development is fostered. Children enjoy activities that promote understanding and awareness of their own and other cultures and communities. For example, they explore religious festivals, they learn about their own traditions and compare these.

Staff work well with parents to ensure children's individual care needs are met. Parents are provided with good quality information about the setting through the effective use of notice boards, display space, prospectus, and newsletters. Good relationships between staff and parents ensure that information regarding children is shared well and supports consistency of care.

Partnership with parents and carers of children in receipt of early education is good. Information regarding the early learning goals and how children learn through play is prominently displayed. Good information is provided regarding topics, themes, and current learning activities. Opportunities are provided for parents to gain information about individual children's progress in learning, although these have not always been successful, for instance parents evenings have been regularly held but poorly attended. As a response, staff are trialling different ways of providing parents with information about their children's learning, that suit their needs, for instance opportunities to meet key workers at different times.

## **Organisation**

The organisation is good.

The provision meets the needs of the range of children for which they provide. Employment procedures ensure all staff working with children are suitable to do so. There is a very thorough induction period for new staff, with regular meetings with supervisors ensuring they fully understand their roles and responsibilities, and meet the high standards required of them. Staff are well qualified and experienced, and good retention ensures children benefit from the consistency of a settled team. There is a comprehensive operational plan in place, with related policies and procedures that are implemented well by staff. Documents supporting the health, safety, and wellbeing of children are in place and overall are maintained well; for example, registers clearly show when children and staff are present and confirm that children benefit from good levels of adult support. However there are some inconsistencies in record keeping. For instance, staff do not always remember to complete the written checklist of daily safety routines, although they are conscientious in ensuring checks are done; if parents arrange for someone else to collect their child and there has been an accident, they are not able to sign the accident record, and although staff follow procedures by informing parents by telephone, they do not record that this has been done.

The leadership and management of nursery education is good. There is a strong commitment to children's learning, and staff evaluate what they do well. There is an emphasis on inclusion within the setting, and staff focus well on the needs of individual children, in order to promote their learning and development. Children's learning is monitored well, with staff using their good observations to provide a clear and accurate reflection of individual progress towards the early learning goals. Team meetings and informal discussions ensure information regarding individual children is shared well, in order that their learning objectives are identified and

appropriate levels of support are given. However, although written plans clearly show where additional support will benefit younger and less able children, plans do not identify extension opportunities in activities for more able children.

### **Improvements since the last inspection**

At the last inspection, recommendations were made regarding the improvement of care and nursery education. With regard to care, it was agreed to ensure policies and procedures meet current guidelines and are made available to staff and parents, and to develop more effective ways to manage children's behaviour in whole group situations. These have been addressed. The operational plan and related policies and procedures have been reviewed and updated, and made available to parents. Children are well behaved, and whole group times, such as circle time and snack time are well organised, with staff deployed effectively to support good behaviour.

With regard to nursery education, it was agreed to develop systems of assessment of children's progress in learning and to use these to identify the next steps in learning for individual children, and to provide more opportunities for children to learn about and use the local environment. These have been addressed. Assessment processes are effective in showing the progress individual children make towards the early learning goals, and staff identify the next steps in learning. Children take part in a good variety of activities that enable them to learn about their community, local places of interest, and the natural environment.

### **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 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 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 there is soap available to children in the toilet block, in order that they can wash their hands effectively.
- ensure there are consistent processes for the maintenance of documents that support health and safety.

## **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):

- consider how opportunities to extend more able children can be identified in activity planning.
- consider how to use the opportunities presented by daily routines such as snack time, to further encourage children's independence and skills development.

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](http://www.ofsted.gov.uk)