

Pound Hill Pre-School

Inspection report for early years provision

Unique Reference Number	113660
Inspection date	17 January 2008
Inspector	Teresa Elkington
Setting Address	Community Centre, Worth Road, Crawley, West Sussex, RH10 7EP
Telephone number	01293 616 479
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Registered person	Pound Hill 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?

Pound Hill Pre-School has been registered since 1989. It is a community group and is managed by a voluntary committee, made up of parents whose children attend the pre-school. It is situated in the Pound Hill Community Centre in Crawley, West Sussex, which is within walking distance of local shops and schools. It comprises of a large hall, group room, toilet facilities and a kitchen area. Children also have access to an enclosed outside area. The Pre-school is open Monday to Friday during school term time from 09:15 to 12:15.

The group is registered to provide care for 26 children aged three - five years. There are currently 40 children on the roll, which includes children in receipt of funding for nursery education.

Of these 39 children receive funding for early education. The Pre-school supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The Pre-school employs nine members of staff. Of these, five hold appropriate early years qualifications and one staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good cleaning regimes throughout the pre-school ensure that children play and are cared for in a well maintained environment. Children learn the importance of hand washing routines and clearly understand about why they must keep their hands clean. However, some of the procedures adopted for hand washing do not fully protect children from the spread of infection. For example, the use of communal bowls and hand basins of water and one towel for drying hands after they wash their drinking cups. All staff have up to date first aid certificates and there is an easily accessible first aid box. All of the required documentation to support children's health is in place. As a result, children receive appropriate care if there is an accident.

Children's dietary needs are fully met and recognised as staff work closely with parents to gather information as to any specific dietary requirements. Children contribute to the fruit basket each day which allows them to enjoy a varied selection of fresh fruit and raw vegetables. Children enjoy a rolling snack time which allows them to chose when they wish to have their snack. However, the organisation of snack time does not fully promote children's independence, as they are not invited to be actively involved in the preparation of their snacks. Children have access to fresh drinking water allowing for children to respond to their bodily needs.

Children learn about the importance of healthy eating through well planned topics and activities. They enjoy making sandwiches, which gives children the opportunity to discuss healthy eating options. This is further enforced by the use of the display board which children have helped to produce, highlighting both healthy and unhealthy foods which helps to promote their understanding of the importance of developing a healthy lifestyle.

Children develop a positive attitude to exercise and participate daily in activities helping to increase their understanding of the benefits of rigorous play, activities and fresh air. They ride and manoeuvre wheeled toys in the outdoor area and have access to climbing apparatus to help develop their large muscle movements. Children show good spatial awareness as they move with dexterity and ease when walking in the room and when using bikes and scooters in the outside area. Children use tools with skill as they roll and cut shapes from play dough and as they use scissors whilst creating their models.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well organised, welcoming and child orientated environment. Children's work is well presented around the room along with posters, providing an atmosphere which is warm and welcoming helping children to feel settled and develop their sense of belonging. The organisation of resources and equipment means that children move around safely and independently access available resources on offer. All resources are of good quality and well maintained to ensure children play and learn in a safe environment.

Risks of accidental injury is minimised because staff have clear procedures in place as they complete risk assessments to reduce potential hazards. A record of visitors is effectively maintained. Regular fire drills and effective policies and procedures ensure that children's safety is promoted in the event of a fire. Clear procedures are in place to support the arrival and collection of children to ensure their safety. Staff are well deployed both inside and out to

monitor and support children's play, behaviour and safety to ensure their well being. Children are developing a good understanding of the importance of keeping themselves safe, as they readily respond to tidy up times to ensure that play areas are cleared of toys to allow them to move onto their next activity safely. Staff give excellent support to children as they use cooking equipment for the first time discussing the importance of taking care as it is sharp and if not used properly could cause injury.

Staff have a good knowledge and understanding of the child protection policy and procedures which ensure that children are safeguarded. The staff's knowledge is regularly updated through attendance at appropriate training courses. The policy documentation is up to date and includes current changes and reflects local safeguarding children's procedures.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy a stimulating, bright and welcoming child centred environment, in which they have opportunities to enjoy free flow play and focus activities. The good range of resources and effective planning of activities, provide many opportunities for children to enjoy and achieve through meaningful play. Children take part in and learn from a very good range of activities that are stimulating and well balanced, suitable for all ages and which include a good balance of quiet and active games. Children are interested in the activities available and spend time concentrating on self-chosen or self initiated activities which are supported very well by staff. For example, children gathering around designing table to make models of their own design.

Children show independence as they move around freely, making decisions as to what they want to play with from the range of resources available to them. Although, staff encourage children to develop their independence in selecting resources and take part in activities of their own choosing, they do not fully incorporate this into children's daily routines.

Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the Foundation Stage and how young children learn, this is reflected in the environment and the programme of activities. Planning provides a broad and balanced range of activities and experiences across the six areas of learning and reflects children's understanding, starting points and the community the children come from. However, planning is currently under review. This needs to be developed further to ensure that the information gathered from observations made of children's development, is used effectively to ensure that children's next steps of learning are planned for. The methods of teaching provide challenge and staff have realistic expectations and support children to enable them to achieve as much as they can.

Children are becoming confident learners as they move between and ask to join in the activities. They approach staff to talk to them and ask for help when needed. Children show extended concentration and pleasure in many activities, when working independently and when working as part of a group. Children behave well and are building good relationships, greeting each other with pleasure, sharing, taking turns and use negotiating skills well. For example, as they wait their turn to use the computer. They show curiosity and confidence as they play and as they ask questions about what is happening around them. They listen attentively to staff and follow instructions well. Children benefit from the wide range of books in the welcoming and comfortable book corner where books are stored at child level and are easy for them to access. Children enjoy stimulating stories either read with staff and two or three children, independently,

with friends, or as a larger group. They know to handle books correctly, turn pages carefully and show interest in their content.

Children have the opportunity to count simple number operations and undertake simple calculation during planned activities. However, they are not given further opportunities to develop these skills during everyday routines. Children learn about positional language and shape recognition in every day activities. For example as children place their names on the registration board saying very clearly to their parent/carers which colour/shape they have placed their name onto. Children are developing a sense of space as they move around the pre-school and make sufficient space for everyone to see the story book. Children demonstrate good design skills as they have access to a wide range of resources to allow them to design and create their own pictures and models. They have excellent opportunities to use information communication and technology equipment, where they learn what is needed to allow smooth operation of the equipment and as they actively use and pass on their computer skills to others.

Children learn about their immediate and wider world as they engage in practical and purposeful activities to support and promote their understanding. Children have good opportunities to develop their creativity; for example, as they act out familiar scenarios in the role play area and as they express their own imaginations as they paint their pictures and make models. Children enjoy taking part in a range of songs and rhymes that are familiar to them, performing actions as they sing to make their songs come alive.

Helping children make a positive contribution

The provision is good.

Good provision is in place for children to be treated equally and fairly, where children learn about the wider world and learn to respect the needs of others. They show very good social skills with high levels of courtesy and respect for each other, which is well supported by the role models set by the staffing team. Children are becoming aware of a wider world and increasing their awareness of diversity through the wide range of resources, labelling of learning areas in different languages, planned activities and celebrations. as a result, children's social, moral, spiritual and cultural development is fostered.

There is good provision to support children's individual needs. A designated Special Educational Needs Co-ordinator is in place who has a very good understanding of Code of Practice and how to support children and parents, through the use of individual education programmes. The premises offer an inclusive environment for children and adults due to the well thought through layout and amenities.

Children behave well. They are regularly praised by staff who focus on their positive behaviour and achievements. Staff handle disputes calmly and swiftly and use effective diversion techniques to enable children to continue in their play with little disruption. All children co-operate and negotiate with one another extremely well in their play and throughout their daily routines. This enables children to play happily together and results in a calm, happy and harmonious environment.

The partnership with parents and carers is good. Children benefit from a two-way sharing of information between their parents and staff to enhance their learning and to ensure that their care and education needs are met. In addition, regular newsletters, informative notice boards, discussions as to children's development and the sharing of developmental profiles ensure parents are updated with information relating to the daily operation of the setting and children's

progress. Parents are encouraged to take an active part in their children's learning for example, as they provide pictures and objects in support of topics and as they attend pre-school with their children when they offer their services on the parents rota. All these aspects promote parents as active partners in their children's care and learning.

Organisation

The organisation is good.

Children are comfortable and at ease when at pre-school as staff create a relaxed and welcoming environment. The pre-school space is well organised and children move freely between the different learning and play areas. Resources are accessible enabling children to gain independence and make choices in their play and in the activities they wish to pursue. However, children have limited opportunities to become involved in their daily routines. For example, snack times are not organised to allow children to have more involvement in their preparation. Group sizes and staff deployment contribute to children's good health, safety, enjoyment and achievements ensuring that they receive the most from their care and learning experiences.

A clear recruitment, induction and appraisal programme is in place, which results in a staffing team who have a strong understanding of their roles and responsibilities. Unvetted persons are never left in charge of children which ensures that children are protected at all times. The setting ensures that the correct ratio of qualified staff are on duty and there is a good level of commitment to personal development shown by all staff and the management team who invest in their staff and strive for high quality. All staff have completed first aid training and there is a strong commitment to updating this regularly.

All legally required documentation, which contributes to children's health, safety and well-being, is in place and regularly reviewed. All children's records are stored confidentially and securely. Policies and procedures work well in practice, which ensures the efficient and safe management of the pre-school. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the pre-school is good. The effective leadership and management of the provision and the educational programme enable children to progress through the stepping stones towards the early learning goals. Management ensure staff are motivated and well trained, therefore they have a sound understanding of the Foundation Stage and stepping stones. Management have a clear vision for the nursery education, they set clear directions for continual improvements in the organisation of nursery education and the outcomes for children. Currently this is evolving and planning is being developed further. Leadership and management promote an inclusive care and learning environment in which every child matters.

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

Improvements since the last inspection

At the last inspection one recommendation was made to ensure that an effective induction process is available for new staff. Positive action has been taken as a full induction programme is delivered to new staff to ensure that they are fully aware of all operational procedures and policies which guide and support staff through their daily work.

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):

- improve hygiene routines for children to prevent the spread of infection
- provide more opportunities to take an active part in their daily routines, for example snack times

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):

- develop children's understanding of simple calculation in their daily routines
- continue to develop the method planning to include the use of observations to enable staff to plan for children's next steps in their learning

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