

# Goslings Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	124953
<b>Inspection date</b>	21 November 2007
<b>Inspector</b>	Rebecca Elizabeth Khabbazi
<b>Setting Address</b>	St Georges Church Hall, Elstan Way, Shirley, Surrey, CR0 7QJ
<b>Telephone number</b>	020 8654 0528
<b>E-mail</b>	
<b>Registered person</b>	Christine Marchant
<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?

Goslings Preschool opened in 2001. It operates from a hall within the grounds of St George's Church, within the Shirley area. The setting is open from 09:30 to 12:00 on Tuesday, Thursday and Friday and 09:30 to 15:00 on Wednesday, during term time only. The preschool is closed on Mondays.

There are currently 47 children from two to five years old on roll. Of these 27 children receive funding for nursery education. Children attend for a variety of sessions. The preschool supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The preschool employs nine members of staff. Of these, five have relevant childcare qualifications and four are currently working towards a qualification. The setting receives support from the local authority through an early years advisor.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children take part in regular physical activity both indoors and outdoors that contributes to a healthy lifestyle. They enjoy the fresh air in the outdoor area, and practise their physical skills as they ride a bike, fill their wheelbarrow with stones using big spades, or balance on the climbing frame. Indoors, they move their bodies in different ways as they hop, jump or walk backwards during circle games, or run quickly under the large parachute. Children learn simple good hygiene practices when they wash their hands before snack time. Staff take precautions such as wiping tables down before they are used for lunch, and wearing disposable gloves to change nappies, which help reduce the risk of cross-contamination.

Children benefit from nutritious snacks and develop healthy eating habits when they enjoy eating Clementine segments or tasting the banana 'smoothie' they helped make in the blender that morning. They help themselves to drinking water from a dispenser throughout the day, which ensures they are well hydrated. Children's health is promoted because there are sufficient staff who have first aid training to ensure someone with an up to date certificate is always on site during a session. Appropriate systems are in place to keep records of children's health needs, any accidents they have, and any medicine they need to be given, which promote children's wellbeing and ensure parents' wishes are followed and that they are kept informed.

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

The provision is good.

Children are cared for in well maintained premises with facilities to meet their needs. Staff use space creatively, making good use of screens to divide the hall and display children's work, which creates a welcoming, inviting play environment. Outside, there is a well thought-out, stimulating area for outdoor play. Children can easily access a wide variety of play materials and resources that are kept clean and maintained in good condition, which helps ensure they can play safely.

Children's risk of accidental injury is minimised due to effective steps to reduce potential hazards. Staff conduct daily risk assessments and take precautions such as ensuring radiator guards are in place, covering exposed electrical sockets, and keeping the entrance to the hall bolted while children are present. Children are able to move freely and safely around the premises. Fire safety precautions help protect children from the risk of harm from fire, and there are regular fire practises. Fire exits are clearly labelled but the setting's evacuation procedure is not currently displayed so that it can be easily seen by everyone who may be on site.

Children's welfare is safeguarded because staff have a clear understanding of their role in child protection and are able to put appropriate procedures into place where necessary.

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

The provision is good.

Children are confident and settled at the preschool, and eager to take part in the activities provided. They make very good relationships with staff and each other, greeting each other warmly at the start of the day. Staff show an interest in what children say and do, join in with

their play, and are skilled at asking questions that encourage children's learning. Children are well occupied by a wide range of purposeful activities throughout the session, and the time is well planned to allow a balance of child initiated play, guided choices and group activities. Children are effectively divided into smaller groups for some activities to ensure that the needs of all children are taken into account and an appropriate level of challenge is provided. Key workers for children under three years old use the Birth to three matters framework to record their observations of children's progress and use the information gained to inform planning.

### Nursery education

The quality of teaching and learning is good. Children are happy, enjoy coming to the setting and have a positive attitude to learning. They are interested, involved, and at times engrossed in a broad range of developmentally appropriate indoor and outdoor activities. They show good levels of curiosity, imagination and concentration. Teaching provides realistic challenge for all children. Staff provide a wide range of interesting, stimulating activities and experiences that are meaningful for children and well matched to their interests. Teaching is firmly based in a secure knowledge of the Foundation Stage, a good range of teaching methods and a clear understanding of how young children learn and progress. Children are motivated and keen to learn. They make good or better progress in their learning, achieve well and enjoy what they do. Information gained from regular observations of children is used to contribute towards planning, and staff know children well. Written assessment records, however, do not always give a clear picture of children's progress in relation to their starting points or indicate how the next steps for their learning are reviewed and built upon, in order to track children's progress.

Children are keen communicators and use language confidently to talk about their lives and experiences, especially during well planned small group sessions. Staff support early literacy skills very effectively. Children learn about rhythm and rhyme as they tap out the beat or join in with their favourite song. They confidently make marks, write and link letters to sounds during every day play, such as when they are making an appointment for their baby at the 'hospital', preparing a list to get ready to 'go shopping', or when they recognise the sound the first letter of the food that they buy makes. Many children write their name independently on their work, forming recognisable letters. Staff make story times lively and fun, which sparks children's imagination and holds their interest.

Children show confidence when using language to describe size, shape and position, and correctly find the big, medium sized and little bowl, spoon or chair for the three bears. They eagerly join in with number songs, confidently counting up and back down. Staff make good use of opportunities to encourage children to use their mathematical knowledge in every day situations, and help children work out how many more pieces of pizza they need if they already have four and there are six altogether. Children have great fun filling containers with porridge oats and using scales to investigate which container is heaviest and what they can do to make the scales balance. They design and construct confidently with recycled materials, using tape, scissors and glue purposefully to create the finished product. They show an interest in the natural world when they plant bulbs in pots and think about what they will need to help them grow, and show excitement as they watch to see what will happen to the banana mixture in the blender when the ingredients are all whizzed around together.

Children explore a variety of media and materials, for instance investigating the texture and taste of oats or the shape and feel of the stones in the garden. They join in with familiar songs enthusiastically and are keen to shake, rattle and bang their instruments to make music in the garden. They use their imaginations when they walk like an elephant with their arm as a swaying

trunk, or waddle like penguins, taking tiny steps. Children draw on their experiences to take on other roles as they 'go shopping' or 'visit the hospital'. They enjoy taking care of their patients, listening to their heartbeat, giving them some medicine and looking at the x-rays of their injuries. However, not all children are able to access the stimulating role play opportunities in the Rainbow room on a daily basis. Children mix colours at the easel, enjoying making patterns and when the creative workshop in the garden is open they independently help themselves to a wide variety of materials to express their ideas and imagination in art and design.

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

The provision is good.

Children benefit from a setting that values diversity and includes all children. Staff respond sensitively to children who speak English as an additional language, using signs and words from home to help them settle in. There are effective support systems in place for children with learning difficulties and/or disabilities as staff are well trained and work closely with parents to ensure children's needs are met and realistic goals are set. Children enjoy a variety of meaningful activities and experiences that help them develop a positive attitude towards the wider community, such as dressing up in traditional clothes from around the world during role play, tasting bread from different countries at snack time, or celebrating Chinese New Year by wearing red, making dragons and listening to Chinese music. Children's spiritual, moral, social and cultural development is fostered.

Staff use clear, consistent strategies for promoting good behaviour and children quickly learn the routines and expectations of the setting. They stop playing and hold their fingers in the air when they hear the tambourine, as they know that it means a staff member wants to talk to them, and they help tidy up and go to sit quietly on the carpet for circle time. Staff's consistent approach means children begin to manage their own behaviour and learn to play harmoniously together at the setting. Children grow in independence when they put their work under their name to take it home, use the toilet on their own, pour their own drinks and help cut up bananas for their smoothie. They make choices and decisions as they play, moving happily between activities set out and selecting some resources for themselves.

Children benefit from strong relationships between their parents and the setting, which help children experience consistent care and feel confident at the preschool. Parents value the preschool highly and are very happy with the service they provide. They receive comprehensive information about the setting through the prospectus, notice boards and regular newsletters, and policies and procedures are accessible on the parents' table on a daily basis. Staff actively seek feedback from parents about their views of the preschool through regular questionnaires. The partnership with parents of children who receive funding for nursery education is good. Parents of funded children are invited to an initial meeting about the Foundation Stage, which familiarises them with the curriculum and helps them provide support with learning at home. All parents have the opportunity to meet with their child's key worker twice a year to discuss their child's progress, and can request additional meetings at any time. Staff also talk to parents about children's needs and achievements on a day to day basis, which keeps parents well informed. However, there is not currently a system for gathering written information about children's capabilities and achievements prior to starting at the preschool, as a baseline for staff's own assessments.

## **Organisation**

The organisation is good.

Children's care is enhanced by efficient and effective organisation of the setting. They benefit greatly from being cared for by a well-established, consistent staff team who are well qualified, experienced and have a sound knowledge of child development. Effective recruitment procedures ensure staff are appropriately vetted and there is a clear induction process with good written information available for staff about their roles and responsibilities. Staff work well as a team and are familiar with the setting's policies and procedures, which helps them protect children, promote their wellbeing and support their development. All required documentation is in place as well as comprehensive information and guidance for staff and parents. There is a lost child policy available as is legally required, but this does not reflect all current practices at the setting.

The leadership and management of the nursery education provision is good and contributes to children's good progress towards the early learning goals. There is a strong commitment to continual development and improvement and the manager provides the lead and vision for the setting through example. Staff have regular opportunities to further develop their skills and knowledge by attending local training. There is an on-going improvement plan and clear systems are in place to monitor and evaluate the quality of the provision, which are mostly very effective at identifying strengths and addressing areas for improvement.

Time, space and resources are all well planned and used imaginatively to meet children's needs. Children are occupied and stimulated throughout the day, thoroughly enjoy their time at the preschool and achieve well. 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 setting were asked to seek guidance from the infection control nurse regarding the use of a communal bowl for hand washing. The provider now ensures that there is anti-bacterial soap in the bowl of water and it is changed frequently, as she has been advised that these are satisfactory arrangements to help prevent the spread of infection. The setting were also asked to share child protection procedures with parents before children start. These procedures are now included in the setting's prospectus and the manager also discusses them at introductory meetings, which ensures all parents are appropriately informed.

At the last inspection of the nursery education provision, the setting were asked to provide more opportunities for children to find out about the uses of every day technology and use information and communication technology and/or programmable toys. The setting has since extended the resources available to support children's learning in this area. Children regularly use a laptop and electronic toys, play with remote control cars, and use everyday technology such as the blender when they help with cooking activities.

## **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 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):

- make sure the preschool's fire procedures are displayed so that everyone can see them including parents or visitors who may be on site
- update the lost child policy to ensure it reflects current practice both at the setting and on outings

#### 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):

- make sure that records clearly show how children's individual next steps are monitored and reviewed, in order to effectively track children's progress (also applies to care)
- consider ways of obtaining more detailed information from parents about children's achievements and starting points before they begin at the preschool

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