

# Oldland Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	136043
<b>Inspection date</b>	07 December 2007
<b>Inspector</b>	Kay Roberts
<b>Setting Address</b>	The Terrapins, 10 School Road, Oldland Common, Bristol, South Gloucestershire, BS30 6PH
<b>Telephone number</b>	0117 9328411
<b>E-mail</b>	
<b>Registered person</b>	Oldland 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 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?

Oldland Pre- School is a well established playgroup. It is situated adjacent to St Anne's Primary School, in the Oldland Common area of South Gloucestershire. It is committee run and serves the surrounding local community. The group has sole use of the premises. The premises comprise of two terrapin classrooms, each with its own kitchen and toilet facilities and enclosed outside play areas. The outside space includes a hard-surfaced, a grassed and a latex safety surfaced area. Opening hours are 09.15 to 11.45 and 12.45 to 15.15, Monday to Friday, during term-time. A lunch club operates between the morning and afternoon session. The pre-school is registered to care for a maximum of 39 children aged between three and five years. There are currently 78 children on roll, of whom 50 are funded three year olds and 28 are funded four year olds. The group supports children with learning difficulties and those who have English as an additional language. There are nine members of staff working directly with the children, all of whom have appropriate childcare qualifications. The playgroup is included is affiliated to the Pre-School Learning Alliance and support on the education programme is provided by a teacher advisor from South Gloucestershire Council.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children play in a clean environment which is aided by outdoor shoes not being worn within the pre-school. The risk of infection is minimised as the policy for excluding children who are sick, together with details of incubation periods for communicable diseases, is shared with parents. Staff follow hygienic procedures, for example, using anti-bacterial spray to clean tables prior to snack. Through the daily routine children know that they must wash their hands before snack and understand that if they do not germs may make them sick. When a dental hygienist visits, children learn how to brush their teeth effectively. Children are protected in the event of an accident as all staff are qualified to administer first aid and records are fully detailed, although they are not confidentially maintained. There is a safe procedure for the administration of medication, but staff do not follow good practise with regard to asking parents to countersign the record of medicine given to their children.

When thirsty, children help themselves to their named bottle of water. Snack time is a social occasion when staff and children sit in small groups. They discuss life at home, count the number of plates required and tell jokes. They eat a range of healthy snacks, such as, fresh fruit or toast. Some children are independent in pouring their own drinks and preparing the fruit, other children are not. There is a system in place so that special dietary requirements are met. Children understand what foods are healthy to eat and this is reinforced as children participate in games and, plant and nurture a range of fruit and vegetables which they then eat at snack time.

Children have daily opportunities to play outdoors and in summer are able to move freely between the premises and outdoor play area, which duplicates the indoor learning environment. Children are protected from the elements by a large canopy. In winter children do not get cold as they wrap up warm in coats and wear Wellington boots. In summer parents are asked to apply sun screen and children wear hats. Outdoors children develop large muscle skills as they move forwards in hand propelled vehicles. They show good co-ordination as they move around on scooters and peddle around on tricycles without bumping into each other. Children crawl through a large upright secured type and balance as they walk around a tyre circumference. Children continue to take exercise indoors as they access equipment, such as, a climbing frame and trampoline, and participate in music and movement when they stretch and bend using all parts of their body.

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

The provision is satisfactory.

Children relax as they receive a warm, personal welcome from staff. The environment is very calm and relaxed. Rooms are inviting with attractive displays of artwork and photographs, and premises are decorated and maintained to a high standard. Activities are organised on tables with space between each so children move around freely, and those engaged in play are not disturbed by their peers. There is sufficient child-sized furniture to meet the needs of all children. Children are welcome to freely access the clean, safe resources, but often do not. Children also benefit from having direct access to an outdoor area, which incorporates a garden.

Children play in a very secure environment so they can not leave unnoticed. There is a system in place so that children are protected from people not vetted. Overall children are protected from harm and neglect as staff are aware of local safeguarding procedures, although sometimes

pre-existing injuries are not recorded. Suitable arrangements are in place regarding fire safety. The risk of an accident is minimised as there is a high adult to child ratio and staff are appropriately deployed. There is an annual risk assessment. Checks of the environment to remove potential items before children arrive are completed on a daily basis. Safe procedure described for outings, but details of the risk assessment are not recorded. Children know how to handle tools, such as, knives and scissors safely. They begin to understand how to protect themselves from harm when they listen to a police officer explain what they must do when they are lost or frightened.

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

The provision is satisfactory.

Children new to the provision are already familiar with the environment as they visit the setting in advance with their parents, who are encouraged to stay until their child is ready to separate. After this time children are supported by their key worker who has a profile of children's learning. Children are emotionally secure in the daily routine and once settled confidently enter the premises and find toys to interest them. Children have fun and clearly enjoy their time at pre-school.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have completed training on the Foundation Stage but are not fully conversant in how to motivate children learn or maximise learning opportunities. Children's progress is monitored against the South Gloucestershire Stepping Stones document which links directly to the Foundation Stage, and is verified with some dated observations. There are no supporting photographs or evidence of children's work. Progress is limited and in a six month period some children's records show no advance for three out of the six areas of learning. Planning is based on topics and does not focus on children's next steps in learning. Occasionally planning includes children's interests, but by the time this is followed through the interest may be lost, as planning meetings are only held each term, so children are less motivated to learn. Planned activities are very adult led and do not take into consideration adaptations for more or less able children; for example, children use ink pads and stamps to decorate an envelope and apply glitter to a pre-cut Christmas stocking. Afterwards they are proud of their achievements and holding the stocking up in the air and comment that it 'looks lovely'. They use fine muscle skills, but are not given the freedom to develop their own creativity.

Some children are given opportunities to be independent at snack time as they cut up their own fruit, but others are not. Children put on their own coats and shoes to go outdoors. The design of dressing up clothes requires children to seek assistance from staff when wanting to dress up as a princess. Many resources are organised so that children have free access, but children generally only play with resources selected by staff. Staff try to ensure children receive a balanced curriculum by rotating all resources over a seven week period, but limited resources for some areas of learning such as, programmable toys and those reflecting positive images of diversity, results in some aspects of the education programme being insufficiently considered to help children progress. Displays are placed at adult height with the aim of being attractive to parents, so children do not have an opportunity to explore resources from around the world, such as, a boomerang. In other ways staff encourage learning by praising achievements so children are keen to continue. Children show good scissor control as they cut up old Christmas cards and the cuttings are given value as they are then placed in a small envelope. Staff acknowledge children's interest in a specific activity and permit them to finish, before moving

on to something new. Sometimes children are given the time and opportunity to develop problem solving skills, for example children are permitted to learn from their own mistakes as they create a railway track. Children create houses and bikes from good quality construction materials. More able children are able to count beyond ten. Children are alert to their senses as they run their hands through the sand and after picking up a handful let it fall through their fingers.

There is continual gentle interaction between staff and children which facilitates good verbal communication skills as children respond to appropriate questioning and are introduced to new words. Children explore language and make up the word 'bananery' when describing that their hands have the remnants of a banana on them. Children enjoy listening to stories and by interpreting the pictures in books pretend to read stories. They show an awareness of the structure of books as they finish 'and they lived happily ever after'. Young children are beginning to recognise their name in print and more able children are also able to recognise the names of their peers. They know the sounds of some letters of the alphabet and when given a sound, name a word beginning with that sound. Children mark make with chinks and draw pictures of themselves and other family members. Children have sustained interested in exploring various musical instruments and staff extend their learning by encouraging them to sing as they play. They participate in singing rhymes and some children sing to themselves. Children are curious and ask questions about castanets.

Children are very social and are affectionate to each other. More able children are considerate to those younger than themselves and demonstrate how the toy trains should be used with the play dough. They demonstrate good concentration as they play alongside others engaged in the same theme and ask staff to join them as they go to the park in a camper van, where they play on the equipment and have a picnic.

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

The provision is satisfactory.

Children's social, moral, spiritual and cultural development is fostered. They have a sense of belonging as their art work is displayed and have their own water bottle. Children develop confidence as within each group they are all valued and included, and staff praise their achievements. This is undermined as children are not consistently encouraged to be independent and planning is based on catering for the mass, rather than meeting individual needs. Children's additional needs are met by following the Code of Practice and working in partnership with parents. Children are well behaved as staff have a proactive approach to behaviour management. Children are able to share and take turns. They show a respect for the environment by helping to tidy away toys when requested and before leaving a table place the seat they have been using back underneath.

Children have good opportunities to learn about life cycles as they help to maintain the flower beds to the front of the pre-school and, plant fruit and vegetables which they harvest when ready. As children walk along the cycle path they study the seasons. When they see a worm they demonstrate a respect for nature as they take care not to step on it and then find somewhere safe in the garden. Children learn about the local community as they visit the adjacent school for sports day and to watch the school children in a dress rehearsal. They visit the local train station and experience a ride on a steam train. Children make a positive contribution to society as they deliver harvest baskets to elderly residents in the area and invite them to see the Christmas nativity play. Children learn a little about the world as there are displays of resources from around the world located in each room and posters reflecting positive

images. They begin to appreciate the work of a hearing dog when they are visited by someone who is deaf. Resources reflecting positive images of diversity are limited.

The partnership with parents is satisfactory. Parents are aware of children's progress records which they view three times a year and are asked to contribute written comments. There is no formal system for meeting with their child's key worker for further explanation. Parents are partially aware of the education programme as weekly planned activities are displayed, but do not always fully appreciate how children's participation in activities can extend their learning. The education programme is enhanced when parents assist at sessions and accompany children on outings. Parents are aware of practices within the setting and are updated via newsletters. Staff seek parents' views about the provision on an annual basis and use the information gathered to improve the provision, for example, the building of a canopy was instigated from questionnaires. Children are emotionally secure in the relaxed relationship between parents and staff.

## **Organisation**

The organisation is satisfactory.

The provider meets the needs of the range of children for whom they provide. Committee members are vetted and there are rigorous recruitment procedures to ensure the suitability of staff to work with children. Ongoing suitability is checked via annual appraisal. The induction process for both staff and volunteers gradually extends knowledge until they are familiar with all practices within the setting. As there is a poor management structure within the setting no checks are made to ensure that staff comply with expectations and as a result there are inconsistencies. Keen to extend practice staff have undertaken further training since the last inspection, sought feedback from parents and are now undertaking quality assurance. As adult to child ratios are high and staff are appropriately deployed children are safe. The key worker system initially helps to provide security for children new to the provision, but after this time it is not used effectively to meet children's individual needs. Staff provide a welcoming, clean, safe, relaxed environment for children. Children enjoy their time at pre-school and are actively occupied at all times as potential waiting periods are filled with singing nursery rhymes. Children are very social and have good verbal communication, but make less progress in other areas of learning. Documentation complies with regulatory requirements but requires improvement as paperwork is not always confidentially maintained, dated or fully detailed and on occasions some details which should be written are not.

Leadership and management are satisfactory. There is no clear leadership and as a consequence of management changing on an annual basis, there is inconsistency in practice and no vision for the future. The focus of the education programme has been based on providing a relaxed relationship between staff and children. The continual interaction facilitates children's good verbal communication skills. Weaknesses within the Foundation Stage, such as, poor resources in some areas of learning and catering for the mass rather than individual needs, have not been identified and as a consequence have impacted on children's learning.

## **Improvements since the last inspection**

At the last care inspection in June 2004 the provider agreed to meet one recommendation. As a consequence children's health, safety and welfare are further promoted as the committee have reviewed the group's policies and procedures to ensure they accurately reflect practice. There is now a procedure in place identifying the action to be taken in the event of an allegation

of child abuse being made against a member of staff or volunteer. Parents have provided written consent for staff to seek advice or treatment in the event of a medical emergency.

The last education inspection was also in June 2004. Staff are now using children's profiles as a means of showing their progress over a period of time and parents are given sight of this document three times a year, when they are asked for written comments. Specific, dated observations are used to evidence progress made. Clearly referenced photographs and annotated examples of children's work are not. Children's comments about their work are included on those pictures which are displayed.

### **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 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 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 documentation is fully detailed, regularly reviewed, confidentially maintained and dated
- ensure that all staff follow the set procedures, for example recording details of pre-existing injuries to children

#### **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 staff knowledge and understanding of the Foundation Stage, and use this information to provide a broad curriculum which encompasses all areas and aspects of learning, and where necessary extending the range of resources available to children
- regularly monitor children's progress and use this information, together with children's interests, to plan a suitable range of activities which meet each child's individual needs
- improve the partnership with parents by actively encouraging parents to be involved in reviewing children's progress by contributing what they know about their children and providing further information about the education programme

- ensure that there is clear leadership and management.

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)