

Giffard Park Pre-School

Inspection report for early years provision

Unique Reference Number	141810
Inspection date	05 March 2008
Inspector	Christine Cutts
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Registered person	The Trustees Giffard Park 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?

Giffard Park Pre-School has been registered for over ten years. It operates from the local community hall and has access to a large hall and conservatory with an enclosed outside play area. It serves the local community and surrounding areas.

The group is open Monday to Friday from 09.00 to 11.50 term time only. A maximum of 32 children aged from two to under five years may attend at any one time. There are currently 38 children on roll. Of these, 29 three and four year olds are in receipt of funding for nursery education. The pre-school currently supports children who speak English as an additional language. The group are able to support children with special educational needs, but none currently attend.

There are four full time and two additional staff, of whom five have early years qualifications. There is currently one member of staff undertaking training.

The pre-school receives support from the Early Years Development Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children use a very clean and well maintained environment. Children learn the fundamentals of good personal hygiene, they know to wash their hands before eating. Children are protected from cross infection through the good hygiene practices followed by the staff.

A sick children policy is in place and staff have current first aid training. The first aid box is fully stocked and checked regularly to enable staff to look after children in case of illness or accident. However, not all medication records are signed by parents and some accident records are unclear.

Children enjoy eating healthy snacks using the very well organised snack station where they can choose from a very good choice of healthy food options.

Children have good access to fresh air using the garden area, they confidently use bikes, go cart, scooters and develop skills with bats and balls. Children also have plenty of space inside to run, hop and jump spontaneously in their play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children make full use of the well maintained, spacious rooms. Staff make the environment welcoming and inviting to both the children and their parents. There are displays and notice boards with useful information for parents. Children use good quality equipment, suited to their stages of development, which is checked regularly for faults. Resources are set out so that children can access them easily. The children move around freely making choices about what to do.

All staff are fully aware of their responsibilities and the procedures for safeguarding children. They undertake regular training, so that children's welfare is protected. Staff are confident in child protection issues and know what to do if they have concerns over a child. There are secure procedures for the collection of children and visitors are challenged and identified.

Children play in a safe environment because staff understand the principles of risk assessment and do all they can to identify and minimise possible hazards to children's safety. Other staff follow procedures carefully, such as keeping the rooms locked and floors clean of debris. However, not all the current staff and children have experienced a fire drill.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children enjoy learning through play when in the pre-school. They join in eagerly, using all their senses to explore their environment, both indoors and outside. Relationships are very good throughout the pre-school. Staff clearly enjoy the children's company and are always actively engaged with them. They question children effectively to help develop children's thinking and self-confidence. Children get on well together, learning to share resources from a young age. Children's welfare needs are met well.

Nursery Education

The quality of teaching and learning is satisfactory. Children make progress overall along the stepping stones towards the early learning goals of the Foundation Stage. Staff have a secure knowledge of the Foundation Stage and children experience a broad and balanced programme of enjoyable activities over a period.

Children particularly enjoy using their senses to explore the sponge painting and gloop activities. They get on well together, taking turns to use tools, and working purposefully alongside each other at tidy up time and when playing imaginative games, such as spring cleaning.

Children progress well in their hand skills with many beginning to reproduce patterns and some letter formation and most children recognise their names, through well organised every day activities, such as putting their names in the box when they arrive, on a board at registration time and snacks times. Children are confident in their language and freely express their ideas thoughts and feelings, which are acknowledge by the staff. Children begin to enjoy books too, listening well to stories when in a group and browsing at books by themselves in the book corner. However, there are few opportunities for children to link initial letters to sounds. They thoroughly enjoy their imaginative play and take time to draw complex pictures.

They develop their early understanding of mathematics, through reducing songs, however there are limited opportunities to use simple calculation in every day situation. Children show their knowledge as they name shapes accurately when recognising the children were forming a 'circle' while waiting to fill their bikes with the petrol pump. Children use keyboards and electronic tills in role play , however, they have limited opportunities to use IT equipment to effectively support their learning. Children's knowledge and understanding of the world around them is fostered, with the children able to access a range of resources that reflect the diversity in our society and through topics and celebration of festivals and events in their own and other cultures.

The daily timetable is flexible to build on the children's own interest or to take advantage of the weather. Children enjoy choosing their activities and make many of the decisions for themselves, such as when to eat their snacks. Staff observe children regularly and know them well, however, observation and evaluation of activities are not recorded to include in future planning to meet children's individual needs.

Helping children make a positive contribution

The provision is satisfactory.

Children and parents receive a warm welcome in this pre-school, the children are valued and their contributions recognised by the staff, who praise effort as well as achievement. Children benefit from the good relationships with staff and confidently as for help if they needs it. However, there are not effective systems in place to support children for whom English is an additional language. Children learn about their own culture and that of others through the celebration of cultural events.

Children behave very well, being clear about what is expected of them within the pre-school. Older children develop their understanding of right and wrong. Children's spiritual, cultural, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parents and carers receive lots of useful information about the pre-school and its provision for children. Those who have children in

the pre-school are kept well informed as to their children's progress and are very much encouraged to support their learning.

Organisation

The organisation is satisfactory.

Good use is made of the space, routines and resources to provide children with a variety of activities to choose from. The vetting procedures ensure suitable persons care for children. Induction procedures are effective and there is strong emphasis on staff gaining qualifications and on continued training.

All required policies and procedures for the smooth and efficient running of the pre-school are in place and help form an operational plan. However, not all systems are implemented effectively.

The leadership and management of pre-school education are satisfactory. The staff and committee work well together to form a strong management team. Staff are deployed well throughout the pre-school, with all aware of their roles and responsibilities. Staff liaise with outside professionals to monitor the effectiveness of the pre-school education. Staff take and act on advice from these outside professionals, and are committed to delivering a quality service to children and their parents.

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

Improvements since the last inspection

At last care inspection the group were asked to develop an effective method of sharing the group's policies and procedures with parents. Parents are now able to access the groups policies and procedures from a file available in the lobby area of the centre. The group were further asked to ensure the complaints procedure, includes Ofsted's details are displayed and available to parents. Parents now have the information on complaint readily available as the complaints procedure is in the policy folder and the parents poster is displayed on the information notice board. In addition the group were asked to ensure written records of medication administered to children are signed by parents. Children are protected as recent medication records are signed by parents, however this has not always happened in the past and is still a recommendation for this inspection.

At the last education inspection the group were asked to evaluate the written focused activity plans to ensure learning intentions have been met and include how the activity can be differentiated for differing learning needs. Children benefit from focused key worker groups, however, the planning for these are still to be fully developed.

The group were also asked to improve the evaluation of the educational provision to ensure that all activities are managed and resourced appropriately to maximise children's learning, especially in relation to writing and letter formation. The children now have lots of opportunities to make marks and practise emergent writing, including writing letters for Postman Pat and during free drawing and chalking 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.

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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 all staff and children have had the opportunity to experience a fire drill.
- ensure all accident records include the appropriate information and are clearly recorded and that all medication records are signed by parents.
- develop effective system to support children with English as an additional language

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):

- continue to develop planning to include and evaluate children's individual learning needs.
- improve children understanding of phonics through informal everyday situations
- improve children's opportunities to develop an understanding of simple calculation and problem solving in every day situations.

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