

Priddy Pre-School

Inspection report for early years provision

Unique Reference Number	143023
Inspection date	06 December 2007
Inspector	Beverly Anne Self
Setting Address	The Glebe, Priddy, Wells, Somerset, BA5 3BE
Telephone number	07796 400535
E-mail	
Registered person	The Trustees of Priddy Playgroup
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 good.

WHAT SORT OF SETTING IS IT?

Priddy Pre-school opened in September 1994. It operates from Priddy Village Hall, which is located in the village of Priddy, in Somerset. The children use a lobby area, one large play area and have access to the toilets, staff also have access to the kitchen. The pre-school also have access to the school play ground and grassed play areas.

The pre-school is registered to care for a maximum of 20 children aged from two to five years. Sessions are from 09.00 until 11.45, with an optional lunch club until 12.45. Sessions are on Monday's, Tuesday's, Thursday's and Friday's during term times.

There are currently five children on roll, and all of these children receive funding for nursery education. The majority of children come from Priddy and surrounding villages and will go on to attend the local primary school.

The pre-school is run by a committee. They employ three members of staff to work with the children, one works full-time and two work part-time. Of these staff two hold early years qualifications and one is working towards a childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene through daily routines. They know they need to wash their hands after using the toilet, and before snack and lunch times. They independently wash their hands without many reminders from staff, making sure they use the 'squirty soap' and paper towels. These consistent and well established routines help to prevent the spread of infection.

Children's good health is further promoted by appropriate accident and medication records, which ensure confidentiality for all children, and relevant health policies and procedures for sick children. Staff have up to date first aid training and qualifications, ensuring that minor injuries and accidents can be dealt with quickly and effectively.

Each day the children are offered a healthy snack of fruit, and a carton of milk. Each child brings in a piece of fruit, which is then shared between the group giving a different variety of fruits every day. Children have independent access to drinking water throughout the session. They help themselves to a drink if thirsty, responsibly pouring their own water. The children can attend an optional lunch club if they wish bringing their own packed lunch. They enjoy this sociable time, when they sit together with staff and delight in discussing the contents of their lunch boxes.

Children enjoy many opportunities for physical play and activities to help develop and improve their large muscle skills and co-ordination. They confidently pedal tricycles around the hall and negotiate a course during a sponsored bike ride, and also use climbing frames and large play equipment when playing inside. Staff regularly take the children on walks in the grounds surrounding the village hall. This enables the children to benefit from the fresh air, as they explore the natural environment around them.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The pre-school operates from a village hall which is spacious, light and well maintained. The environment is made bright and visually stimulating with colourful pictures, posters and examples of the children's work on display. In the lobby area the children have a named peg for their coats and bags, which helps them to feel a sense of belonging.

The space is well set out, with areas for table top and floor play. Children have access to a wide range of toys, equipment and resources that are maintained in a safe condition for them to use. They are able to make some choices about play as they choose from the activities set out, and further free choices can be made from a small storage unit of toys put out each day.

Staff make daily safety checks of the premises to ensure areas are suitable for the children. The chair person of the committee also conducts a full risk assessment of the setting each year identifying and reducing any potential hazards. Adequate systems are in place to monitor visitors to the provision, further promoting the children's safety. Staff talk to children about safety within the group for example, explaining how to carry chairs safely so they don't hurt others, and not to run when inside to use "walking legs" so they won't trip over. This helps the children to learn that there are consequences to actions.

Staff understand their roles in the protection of children. They are aware of the procedures to follow in the event of concern, with regard to child protection. This ensures they can adequately protect children from harm. However, staff knowledge of child protection issues and the existing policy, are not up to date with current information.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the pre-school confidently and separate easily from their parents and carers. They are keen to tell staff about their journey to pre-school stating "it's raining out and I got very wet". They say goodbye to parents and quickly find an activity to take part in. The children play individually or in small groups, they ask their peers to join in with their games, demonstrating how early friendships are being formed.

Staff have developed good relationships with the children, they know the children well and support their individual needs fully. The children enjoy being with the staff and ask them to join in with their play. The staff sit with the children during supervised activities, and together they hold meaningful conversations about things they have done at pre-school, and their home lives.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate and use their good knowledge of the Foundation Stage curriculum, to plan and provide a wide range of activities across the six areas of learning. Plans follow a monthly topic, and weekly plans show the learning objectives for different activities. Staff monitor children's progress by observing and recording what they do, in individual learning diaries. From these observations the children's next steps for development are identified. However, children's starting points are not shown in their records, and evidence of how children's next steps are being worked towards or have been achieved are not always recorded. Therefore, children's progress cannot be clearly measured at this time.

Children follow the daily routine with familiarity. They go to the book area for registration time, and help to tidy away the toys when asked by staff. The children recognise their own personal needs for example, taking themselves to the toilet and washing their hands after, and washing hands after a messy activity without needing reminding from staff. Children show a sense of community as they congratulate each other as they finish a game, clapping each other and saying well done. They also welcome each other as they arrive at the pre-school, telling their friends what they are doing and asking them if they would like to join in with their play.

Children have lots of opportunity to see the written word on displays, posters and labels around the room. Most children can identify the first letter of their names, and know the sounds of these letters. Many of the children recognise their own names and those of their peers, as they find them on name cards at snack time. The children enjoy listening to a story as a group. They sit together with staff, looking at the pictures as they follow the story and ask questions about what they see and hear. The children answer staffs questions during play. For example, when acting out a scene in the home corner staff ask the children "what have I done with my keys?", a child immediately responds, "they're in your bag have a look".

Children show an interest in number. They spontaneously count objects up to 10 during play, and use mathematical language such as, big and small, or under and over. They are introduced to early calculation as staff ask them how many objects they would have with one more or one

less. The children count during everyday activities such as, counting how many children and adults are present at circle time.

Children are able to participate in many different creative activities. For example, they take part in free painting at an easel, play dough, sand and water. They also enjoy planned sticking activities making Christmas stockings and snowmen. The children enjoy free expression in creative activities as they paint at the painting easel. One child chooses a colour to paint with, uses the brush to make short and long strokes on the paper, then changes the paint colour, covers the piece of paper with paint and then uses chalks to draw in the paint, exploring her creativity. The children love to play in the home corner, one child is playing and asks for another child to join in. This child then enters the play house and joins in the game. They dress up and re-create familiar scenarios such as, sitting at the table for tea, or dressing up as a post person and delivering letters through the letterbox on the door to the play house.

Children have regular access to technology as they use a computer. Staff start the program for the children and they then continue by themselves following through the program, using the mouse to manoeuvre across the screen to follow the program. The children show a sense of time as they recall past events at circle time, telling the group about what they did 'yesterday', "when I went to the market". They are also introduced to different forms of communication as a photographer from the local paper visits the group to take a photograph of their sponsored bike ride. The children enjoy posing for the photograph and say 'cheese', they tell you "the photo is to go in the paper", helping them to learn about the media.

Helping children make a positive contribution

The provision is satisfactory.

Children are introduced to the wider world through planned activities. They learn about the cultures and beliefs of others as they follow topics on different festivals such as, Christmas and Diwali. They find out about their local community as they visit the police station, and use the mobile library that visits the pre-school every month. The pre-school also has close links with the local school, which is situated opposite the village hall in which the pre-school runs. The children regularly meet with the Foundation Stage class children and teacher to participate in activities. This enables the children to see where they will be going to school.

The supervisor at the pre-school is the special educational needs co-ordinator for the group, and she has attended training to support her in this role. Children's individual needs are identified and respected, enabling all children to fully participate in all activities. Children's spiritual, moral, social and cultural development is fostered.

Children are generally well behaved throughout the session, they follow staff direction with ease. Staff give the children clear explanations of acceptable behaviour, so the children can learn what is expected of them. For example, staff explain 'it is not kind to kick and that you have to be careful that you don't kick, as someone could get hurt and that would make them sad'. If the children display more challenging behaviour, this is quickly recognised by staff. They use consistent behaviour management strategies along with a calm and positive approach. This ensures situations are dealt with effectively, and with little disruption to the rest of the group.

The partnership with parents and carers is good. Parents receive good information about the Foundation Stage curriculum and the six areas of learning within the prospectus. Regular newsletters and a parents notice board informs them of current topics and activities. Parents

are also kept well informed about their children's progress. At the end of each term they receive a progress report about their child's development and see their child's learning diary, which they can discuss with staff. The children regularly take home a 'learning folder' in which they take a book, puzzle, game or activity from the pre-school, to enjoy at home with their parents and families. This encourages parents to be a part of, and contribute to their child's learning.

Organisation

The organisation is satisfactory.

Children are cared for in a well organised environment. This ensures a wide range and balance of activities and play opportunities are provided for the children, to help promote their development and learning. Adult to child ratios are always very well maintained. This means that children are very well supported in their play, and the individual needs of the children are met.

The staff team are suitably qualified or are working towards appropriate childcare qualifications. All staff have many years experience of childcare and education in a variety of different settings.

All required records and documentation are in place to promote children's care, safety and education, and records are kept confidentially. However, some policies and procedures are not consistent with current practice at the pre-school, and information in staff records is limited. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management is good. The pre-school is run by a management committee, who support the staff team very well and take an active part in the day to day running of the pre-school. Following recent changes in both the staff team and the committee, all parties are now working together effectively to improve the provision of Nursery Education and care at the setting. They have put systems in place to monitor and evaluate the pre-school provision, making action plans of how to improve the setting and identifying timescales in which to make these improvements. This shows the managements clear vision of how they want the pre-school to be and their commitment to the improvement of the setting. Significant progress has already been made in the programme for Nursery Education and further steps are in place to continue the improvements made for the care of the children.

Improvements since the last inspection

At the previous care inspection it was recommended that the displaying of children's work was improved. The pre-school have now obtained moveable notice boards that are positioned all around the hall, and clearly display children's work. As a result, the environment for the children has been improved.

At the previous Nursery Education inspection it was recommended that opportunities for children to use their imaginations in dance were extended. The pre-school have now purchased and regularly borrow CD's and tapes, and the staff plan sessions which enable children to use their imaginations through dance, music and movement. As a result, opportunities for children to express themselves through dance and movement have improved.

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 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):

- update and improve the information and staff's knowledge of child protection
- review and update information in policies and procedures to be consistent with current practice at the pre-school setting, and improve staff records

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 improve children's progress records to show their starting points at the beginning of the Foundation Stage, and to show how next steps for development are worked towards/achieved

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