

# Courtfields Community Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	143057
<b>Inspection date</b>	21 November 2007
<b>Inspector</b>	Joyce Bowler
<b>Setting Address</b>	Court Fields Community School, Mantle Street, Wellington, Somerset, TA21 8SW
<b>Telephone number</b>	01823 662 049
<b>E-mail</b>	
<b>Registered person</b>	Courtfields Communtiy 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 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?

Courtfields Community Pre-School operates from rooms within Courtfields Community School in the town of Wellington, Somerset. Children attend from the local community and also from rural villages in the area. They have access to three enclosed outside areas. A maximum of 18 children may attend at any one time. There are currently 43 children on roll, 27 of whom receive funding for nursery education. The pre-school is open for five morning sessions from 09.15 to 11.45 and four afternoon sessions each week from 12.45 to 15.15. They are closed on Friday afternoons. Children may attend for one session or all day. A lunch club operates from 11.45 to 12.45. The group welcomes children with learning difficulties, physical disabilities and those with English as an additional language. There are five members of staff who work directly with the children, of these four hold appropriate early years qualifications and two members of staff are working towards further qualifications. The pre-school is managed by a voluntary committee of parents who employ an administrator.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are learning about good health through well established routines and topics which relate to healthy living. They wash their hands after messy play and using the toilet and before activities such as cooking and having a snack at café time. A hand washing sequence picture is displayed to assist children in remembering how to use the soap and paper towels. Children are helped to be toilet trained and any accidents are dealt with by staff quickly and quietly, preserving children's privacy and avoiding embarrassment. Children are able to wipe their noses and dispose of tissues in the bin. Staff have positioned boxes of tissues around the play room for easy access. Children's health is protected through the appropriate recording of accidents and medication. All records are shared with and countersigned by parents who give written consent for staff to seek emergency advice and treatment for their children. Staff are vigilant in the correct administration of all medication and ensure that they are stored correctly and are 'in date'. The first aid box contents are in line with current first aid training course advice apart from a tube of antiseptic cream which must not be administered as it is not labelled for a specific child. A separate locked first aid cabinet contains equipment for specific children, for example, an asthma inhaler. All members of staff hold first aid qualifications and these are updated every three years, indicating that minor injuries would be dealt with appropriately.

Children benefit from the good selection of nutritious choices at café time. These include sandwiches made with wholemeal bread, toast, dried fruit, milk shakes and lots of fresh fruit and vegetables donated by parents. Staff display menus for parents and rotate the choices. Children's dietary requirements are adhered to and these are displayed with children's photographs in the kitchen and office area. Children freely obtain drinks of fresh water from the dispenser in the playroom. They are aware of the need to use a clean cup and to move the used cup to the washing up bowl. Parents provide packed lunches which are stored in the entrance area. They are requested to provide cold packs in the boxes and staff supply plenty of information about what constitutes a healthy diet for the under fives.

All children have opportunities to play outside daily in most weathers. The programme for physical development is varied and includes use of large and small equipment to assist children in developing their fine motor control and larger muscle groups. A good range of resources enables them to push, pull, ride on, balance and manipulate with increasing skill. Activities such as gardening, cookery and playing with the play dough introduce children to the use of specific tools and equipment which develops their physical abilities.

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

The provision is satisfactory.

Children benefit from the well established risk assessment routines which are in place. Staff check and clean the premises each day before sessions begin. They have a written checklist which covers all activities and equipment used. Door security is good and staff are vigilant in recording all visitors, the numbers of children who have gone to the Learning Resource Centre (LRC) with a member of staff, and in locking the door behind every parent. There are measures in place to reduce risks and these include ensuring that electrical flexes are out of reach to children and plans to cover the lower glass in the windows with safety film. Children are learning to keep themselves safe and are reminded not to run in the room and to stay together when walking across the school hallway to the LRC. The outside area is enclosed with low wooden

fences. These enable staff to allow children to use each of the three outdoor areas safely and to access the wildlife pond, the grassed area, the play houses and paved playground with appropriate staff ratios. A large cherry tree offers good shade in hot and sunny weather. The indoor space is used well to allow for table top and floor play with areas for messy play and looking at books in comfort. Staff make good use of the entrance foyer for small group work. Children do not have access to the office and kitchen area and staff use a safety gate across the doorway. However, children's safety is compromised as they could enter the storage area and adult toilet and cleaning materials are stored here at low level. All fire safety equipment is maintained under the main school contract and is positioned correctly. The policy detailing the emergency evacuation procedure is comprehensive. However the drill procedure on display does not reflect the policy. Children may be at risk as staff are not required to take the register with them on leaving the building and there are no details of procedures to follow in case of an actual emergency and not a drill. Safe collection procedures ensure that children are released only to persons known to the staff. The pre-school maintains a policy for lost or uncollected children.

Children's welfare is safeguarded as all staff are aware of the signs and procedures to follow in the event of any child protection concerns. The policy includes procedures to follow if an allegation were made against a member of staff. The Local Safeguarding Children's Board handbook is displayed for parents and the flowchart for staff is displayed in the office for daily reference.

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

The provision is good.

Children enjoy coming to the pre-school as they are welcomed by name, invited in to play and given time to become familiar with routines by the friendly staff. Children play an active part in the setting by making choices and respond well to good levels of one to one time and effective support from staff. Younger children benefit from the attention given to the Birth to three matters framework which is used to ensure that the activities are relevant to their ages and stages of development. Very good emphasis is put on children settling in and learning to become a valued member of the pre-school.

Nursery Education.

The quality of teaching and learning is good. The detail of the long term planning indicates that there is a good balance across the six areas of learning. Activities are planned within topics to show how children may progress across the stepping stones towards the early learning goals. There is a clear balance between adult led and child initiated play with the emphasis on children making choices from a good selection of games and equipment during the whole day. Staff lead story and song time but it is the children who choose which rhyme to sing and which books to listen to. During 'key time' children work on a one to one basis with their key worker on a task to target a specific need or to practise a skill which is of benefit to the child. These sessions are kept short with the emphasis on having fun and children enjoy their special time with staff. Staff deploy well during the day and are quick to identify when their intervention might be needed and when to stand back and let play develop. They are highly skilled and experienced and present as a well established and happy team. They observe and assess children's progress and use these records to identify the next steps for each child. In this way children's individual needs are met by the overall planning system. Staff are making very good use of photographs to illustrate children's achievements and events in their lives which relate to the Foundation Stage curriculum. Staff do have notebooks in which to record daily observations of children,

however these are not used routinely and this indicates that some incidental observations and assessments could be missed. Staff contribute not only to their own key group of children but also to all children at the pre-school. As a result of the Foundation Stage programme children are developing well overall. Staff use resources well to support the planned programme and enable children who attend on a part time basis to take part in all activities on offer. Children are making good progress in their personal, social and emotional development. They are able to grow in self esteem and confidence by making choices in free time and by deciding when to come to café time. Their independence is fostered well and they are encouraged to find and put on the right apron for each activity, to access water when they are thirsty and to put on their own coats when going outside. Staff use praise throughout play for all children's attempts and achievements and children respond well. Excellent emphasis is given to children establishing competence as communicators. Children and staff chat throughout play and staff encourage children to express their own ideas and thoughts by good use of open questioning. For example, during cookery children volunteer words to describe the ingredients as they change consistency. Adults position themselves at key points in free play to encourage discussion and to help children to use sounds to link with letters and to recognise simple words. They encourage signing during sessions and these are linked to pictures around the room. Children enjoy learning new words and extending their vocabulary, for example when talking about riding a horse and wearing a safety hat and making scones with an enormous egg. Children enjoy story times thoroughly as staff are skilled and enthusiastic story tellers. Children are learning basic phonics and linking letters to sounds. They access mark making tools during play and enjoy writing lists, notes and stories. Maths is very well integrated into the programme and children routinely count and use maths language. They have access to resources to extend their learning such as measuring tapes and visual representation of amounts and the written numbers. There is a good selection of commercially produced games and toys which are aimed at developing maths skills such as matching, sequencing and creating patterns. Staff use these well in small group adult led activities as well as part of the free choices for children. Children's creativity is expressed through a variety of exciting art and craft media, music, song and movement. Their work is displayed around the room and this enables each child to feel proud of their achievements. They have ample opportunities to engage in imaginative and role play. In fine weather the play houses in the garden are transformed into little homes for extended home corner play. Children are developing their knowledge and understanding of the world via a range of planned topics and resources. Much of this work is linked to their own environment and lives, for example, by observing and recording the seasons. They have their own pond with regular seasonal wildlife visitors and each year children learn about the life cycle of frogs. Children enjoy growing plants such as sunflowers, beans and herbs. They are also learning about the wider world via topic work on a journey around the world and by visits from people in the community such as a nurse. This is used to inform role play and well illustrated in photographs which are on display.

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

The provision is good.

Children are able to develop a good sense of self and belonging at the pre-school due to good settling in procedures, the friendly welcome that they receive each day and an effective implementation of the equal opportunities policy. Children are learning about diversity through use of a selection of resources, posters around the room and planned topic work. They are able to become familiar with their own customs and celebrations as well as those of others, for example when enjoying Shrove Tuesday or pancake day. Staff are able to meet children's needs as they collect full information regarding each child from parents. The programme for children

with additional needs is effective. Staff liaise closely with parents and carers and all allied support agencies such as the speech and language therapist and educational psychologist. One member of staff is the special needs coordinator or SENCO. She ensures that the code of practice is followed by attending multi-agency support meetings as necessary and has attended appropriate training. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good and staff work well together to ensure that consistent behaviour management strategies are used. Children respond quickly to staff reminding them to share and to take turns. Children are able to listen and to behave well in whole group situations, for example when waiting for everyone to sit down for the story and before home time.

The partnership with parents and carers is good. Children benefit from the positive partnerships which are established between staff and their parents. There are comprehensive and highly informative displays on two notice boards for parents. These include full details of all policies and procedures, committee members, staff members and their qualifications and the Foundation Stage curriculum. They are also supplied with useful leaflets which relate to local support agencies for parents, health matters and primary school information. Staff have designed a display of wonderful photographs which illustrate the curriculum in action and show how children are working towards each of the early learning goals. A daily wipe board is used to inform parents of any particular events of the day, for example, making sultana scones. After children have been attending for about half a term staff invite parents for a 'welcome meeting'. At this meeting parents meet their child's key worker and they share their initial observations and invite parents to share information from home. Later in the year progress reports are shared and these show how children are progressing across the six areas of learning. When children from the same family attend staff ensure that the same key worker is appointed to maintain continuity for families. Each year parents are asked to fill in a satisfaction survey which staff use to inform their practice. Daily informal exchanges of information are well established at drop off and collection times. Parents are supplied with full information regarding contact details for Ofsted and the complaints policy is in place.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are cared for by staff who are vetted and suitably qualified. Staff update their knowledge by attending training courses, for example, on the Early Years Foundation Stage. There are two members of staff who are currently undertaking NVQ training at level 3. There is a policy in place for students and parent helpers to ensure that they follow the pre-school procedures. The operational plan is well established and all policies and procedures are in place. These are reviewed regularly by the committee. The register is maintained correctly and the registration certificate is displayed.

Leadership and management is good. A parent run committee leads the pre-school and it is run in accordance with its charitable status. The committee consists of a chair, plus appointed officers and these are supported by an administrator. They are responsible for all employment procedures, committee meetings and line managing senior staff. They delegate the curriculum planning to the supervisor and her staff team. The pre-school leader demonstrates effective management in her role and she plans with her staff. They meet as a team on a regular basis and record all planning of topics and routines. Minutes of these meetings are available for parents. The committee and staff team demonstrate good team work as they evaluate and monitor the effectiveness of the Foundation Stage curriculum and care provided; for example, action plans for 2006 and 2007 include improving the garden area, developing the music

provision by obtaining more instruments and CDs, developing maths and imaginative play opportunities by replacing and upgrading resources. New fences have been put up and improved safety for the window glass is planned. Actions taken as a result of the last inspections have been effective; leading to improvements at the pre-school.

### **Improvements since the last inspection**

At the last care inspection the pre-school was asked to address one issue relating to social diversity. Children are now introduced to other cultures and customs by means of planned topics which cover this area of the curriculum. The pre-school is decorated with posters which reflect positive images of different people and children are finding out about foods, customs and celebrations from all sections of society.

At the last nursery education inspection the pre-school was asked extend the programme for communication, language and literacy and children's assessments. Children now have plenty of opportunities to use reading and writing skills in everyday activities and resources are available at each session. Staff now use assessments to inform their planning for each child and to create activities at 'key time' which relate to each child's individual needs.

Action taken to address both issues is effective and has resulted in improved curriculum planning and use of children assessments which is reflected in a well balanced programme for the Foundation Stage.

### **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):

- ensure that first aid box does not contain non-prescription medication
- ensure that children cannot access adult toilet and storage area
- review the emergency evacuation drill to ensure that it reflects the pre-school policy and includes procedures to follow in case of an actual emergency

## **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):

- consider strategies to enable staff to record children's progress on an ongoing basis during sessions.

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)