

# Pamphill Pre-School Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 144301                                                                      |
| <b>Inspection date</b>         | 30 October 2007                                                             |
| <b>Inspector</b>               | Pamela Woodhouse                                                            |
| <b>Setting Address</b>         | Pamphill First School, Pamphill Green, Pamphill, Wimborne, Dorset, BH21 4EE |
| <b>Telephone number</b>        | 01202 883008                                                                |
| <b>E-mail</b>                  |                                                                             |
| <b>Registered person</b>       | Pamphill Pre-School Nursery                                                 |
| <b>Type of inspection</b>      | Integrated                                                                  |
| <b>Type of care</b>            | 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](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?

Pamphill Pre-school Nursery opened approximately 23 years ago and is an integral part of Pamphill First School which is located on the outskirts of Wimborne. The setting operates from the school hall and is open Monday to Friday term time from 09:00 until 11:45. A maximum of 26 children may attend at any one time.

There are currently 20 children aged from two to under five on roll. Of these, 11 receive funding for early education. Children attend from a wide catchment area. The setting supports children with learning difficulties and disabilities.

The setting employs five members of staff. Of these, three hold appropriate qualifications and one is working towards a qualification. The manager is also currently studying towards the Early Years Foundation degree.

The setting receives support from Dorset Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted very well due to the staffs' good practice and the setting's supporting procedures. Appropriate precautions are taken to minimise the spread of infection so that children are not put at undue risk. For example, parents are notified of any illnesses circulating and children do not attend when they are ill. Clear records are maintained in relation to accidents and any medication administered to children, these are shared with their parents. Precise information about any specific medical care needs is sought from parents and all staff receive training to enable them to administer aid to children. As a result, children's health care needs are addressed appropriately and in accordance with their parents' instruction.

Children learn about good hygiene through their daily routines and from the positive actions of staff who reinforce good practice. For example, children help staff to make sure that surfaces are cleaned and fruit washed before preparing snack for their peers. Children wash hands at appropriate times throughout the session and when asked, are able to say why this is necessary. For instance, because they have been using their hands to dig in the sand or are about to eat. Staff maintain good hygiene. They implement appropriate changing routines and make sure that the premises, play provision and equipment are maintained in clean condition for the children to use.

Children receive healthy snacks and have independent access throughout the session to fresh fruit and drinks. They are able to choose from a good variety of fruit and salad vegetables and regularly participate in food related activities to encourage their interest in what they eat. Children's dietary needs are discussed with their parents and made known to all staff who put rigorous procedures in place to ensure that these are met. Children have daily opportunities for fresh air and exercise. The outside play area is set up with many activities to encourage them to play outside during their free play session and there is a regular outdoor activity towards the end of the session. Children have opportunities to practise new skills such as throwing and catching and controlling movement of, for instance, the parachute. As a consequence of these routines and activities a healthy lifestyle is promoted.

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

The provision is good.

Children play in a safe and suitable environment where they begin to learn about keeping themselves and others safe. For example, they take turns each day to check with a member of staff that safety procedures such as ensuring that the gates are locked are in place. They are mindful of leaving obstacles in the way of others and make sure that they push their chairs under the table and pick objects up off the floor when they have finished with them. As a result, children are becoming safety aware and are considerate of their peers. Children enjoy practical activities such as the community police officer visiting to practise with them how to cross the road safely. They use a range of familiar props such as a miniature zebra crossing and traffic lights so that the activity is authentic.

Staff undertake a rigorous daily assessment of the premises, checking all areas before the children arrive and have procedures in place to ensure that these can be evacuated quickly in the case of emergency. However, volunteers are not always given this information and therefore do not know what the procedure is or what is expected of them. Fire drills are linked to those

that are organised by the school and are practised with the children so that they become familiar with the procedure. However, there is no check to ensure that all children have this opportunity. Children are kept safe on outings. Adult: child ratios are increased to one adult to two children and a risk assessment is completed beforehand. In addition, an 'emergency' pack is always taken along, this includes, for example, children's contact details, first aid kit and mobile telephone so that staff can summon assistance in an emergency.

Equipment and play provision used by the children is clean, safe and well maintained. Resources are purchased from reliable sources and are regularly checked to ensure that they are not damaged or have become unsafe. Low furniture enables children to play and learn at a suitable, safe and comfortable height.

Children's welfare is appropriately safeguarded because all staff are clear about their roles and responsibilities. All staff attend child protection training to ensure that their knowledge is up-to-date and are familiar with the procedures they must follow should they have any concerns about a child in their care.

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

The provision is good.

Children are very settled and confident in their surroundings and have established a good rapport with staff and their peers. They are familiar with their routines, quickly involving themselves in a wide range of activities which offer appropriate challenges and stimulation. Children receive good support from staff who interact and respond positively to their needs. This ensures that they receive a good level of attention and care which is appropriate to their stage of development. Their progress is monitored, however, the procedure for assessing their stage of development on admission to the setting is not fully developed. Children are encouraged to socialise with their peers and develop friendships. They are learning to care about each other, for example, offering support to younger, less able children. This promotes a caring and tolerant attitude. Children are becoming independent, for example, making decisions about which activities they wish to play with and show interest in what they do. They are constructively occupied, and concentrate well on their chosen activities. They enthusiastically relay a resume of their activities to their parents at the end of the session. This demonstrates that they thoroughly enjoy their time at pre-school.

### **Nursery education**

The quality of teaching and learning is good. Staff ensure that the children's learning environment is well presented and that activities and play provision offer them appropriate challenges. The wide ranging curriculum means that children receive a good all round education which supports their progress through the Foundation Stage of learning. Effective systems enable them to track and record the progress children are making through each area of learning. They have good opportunities to progress at their own rate because activities are tailored to their individual stage of development. Children are well supported because staff have a good understanding of how they learn, asking appropriate questions to promote their thinking. For example, children consider whether the pumpkin face is happy or sad and discussion ensues about what happy and sad means to them.

Children are self assured and very keen to learn, generally persisting at their activities until these are completed to their satisfaction. For example, scooping out the pumpkin flesh to make a lantern. However, they sometimes do not finish what they are doing because the task they

have chosen is too difficult, for example, attempting a complicated puzzle. Staff occasionally do not intervene to complete the task together, consequently, children are not always satisfied with the result. Children's vocabulary and communication skills are developing well. They understand and use vocabulary to describe what they are doing, for example, in their role play and regularly meet together in small and large group situations to converse with their peers and staff. They are encouraged to initiate conversations and listen to what others have to say. They thoroughly enjoy sharing the telling of the story of the Tiger Who Came To Tea, using props to illustrate.

Children are developing good independence skills because they are encouraged to undertake tasks for themselves, for example, dressing themselves to play outside and preparing fruit for snack. They enjoy taking their turn to deliver the register to the school office and conducting a 'risk assessment' of the play areas. This strengthens their links with the school and gives children the opportunity to take supported responsibility for themselves and others. Children enjoy exploring how objects work such as investigating magnets and playing the keyboard in different instrument modes. They confidently and competently use the computer operating simple programmes without adult input. Children enjoy counting and use mathematical language in their play situations, for instance, they count the number of children present and talk about length, height, weight when constructing in their role play. However, staff do not always promote their problem solving skills in general play situations.

Children play imaginatively with a good range of props to support them. Several children work at being builders, they 'construct' a wall with bricks, using sand to join them together and a range of lifelike tools to 'drill and hammer'. They immerse themselves in their roles, conversing with each other about how they are going to proceed and 'making lunch' when they decide it is time for a break. Children use a range of resources to develop their hand-eye coordination, for example, they transfer sand from one vessel to another and cut with suitable knives and scissors. This promotes the skills needed for early writing which children are developing well. For example, some children competently write their own names and most are able to recognise their names from their name cards.

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

The provision is good.

Children's individual care needs are very well met. Staff work closely with their parents to ensure that all aspects of their care needs are known and an agreed procedure is introduced to provide appropriate support and resources. Activities, resources and organisation of the setting are constantly under review to ensure that all children have full access to the facilities and are included in all activities. As a result, there is a clear equality of opportunity within the setting from which all children benefit greatly.

Children have many opportunities to learn about the wider world. They enjoy visits within their locality such as to the farm shop and walks in the adjacent woods and also welcome members of the community into the setting. This includes the emergency services who, through fun activities, introduce children to their roles and dispel any fears they may harbour. For example, experiences which have caused them concern such as needing to be transported in an ambulance. Children's awareness of disability is fostered very well and they are sensitive towards all of their peers, offering assistance to those who are less able. Children's awareness of other cultures is promoted through activities, themes and resources which introduce them to traditions and festivals such as Diwali and Chinese New Year as well as, for example, Christmas and Easter.

Children are very well behaved and respond well to the staff's positive role model. They understand the simple and clear boundaries which focus on being sensitive, helpful and respectful to others. They take turns and share, for example, willingly making way for the next child to use the computer when the sand timer indicates that they have had their turn. They self-regulate this activity to ensure fairness. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents receive useful information which introduces them to the policies and procedures which are put into practice to ensure the provision runs smoothly for the benefit of their children. They contribute to their children's learning by providing information about, for example, their preferences and favourite activities. However, this is not sufficiently developed to clearly assess the starting points for their education. Parents receive regular information about their children's progress both verbally and through informal meetings. They are able to see and discuss their children's work with their key worker. In addition to this, parents also receive a brief overview of the activities in which their children have participated in the form of a home link journal. This keeps parents informed about their children on a daily basis.

## **Organisation**

The organisation is good.

Children benefit from the staff's commitment and the experience they bring to their role. They work well together as a team, sharing ideas and planning for the children's care and educational needs, regularly updating their knowledge through training. The setting is organised well and the comprehensive range of policies and procedures provide an appropriate framework to build upon. Adult: child ratios are maintained and are often in excess of the minimum requirement to ensure that children can receive individual attention. However, time management of the latter part of the session is not as effective as at the beginning of the session. As a result, some children must wait for their peers to, for example, finish their snack and put on their coats before resuming their activities. The setting maintains all required documentation to promote children's welfare.

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

Leadership and management of the nursery education is good. There is an effective system in place to monitor and evaluate the effectiveness of the nursery education and as a result, children receive a varied and stimulating programme of activities to support their progress. Staff work together to plan and prepare activities and share responsibility for the successful organisation of each session. They have created very good links with the school, participating in shared activities and working in close partnership. As a result, children are becoming familiar with the school premises and staff, some of whom will teach them when they progress to the formal stage of their education. This eases children's transition to school.

## **Improvements since the last inspection**

At the last care inspection the provider agreed to: ensure that child protection procedures include action to be taken in the event of allegations of abuse made against staff; ensure that policies are shared with parents. The provider has reviewed the child protection policy to include the procedure that will be followed in the event of allegations of abuse being made against a member of staff. This ensures that there is now a clearer and more effective procedure to protect children. Policies are available to parents and a policy review forum has been introduced

whereby parents give feedback about the content and relevance. As a result, parents have a direct say in how the setting is run for the benefit of their children.

At the last nursery education inspection the provider agreed to; use the children's assessments to plan the next steps in their learning and give children opportunities to make their own choices from the planned activities. Children's assessments have been reviewed and clearly show the plan for the next steps in their learning. As a result, children progress at a rate which is appropriate to their individual stage of development. Children are able to make a free choice of activities for the first half of the session. This gives them the freedom to choose what they want to do and promotes their independence.

### **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 all children and volunteer helpers are familiar with the fire drill procedure and that this is practised regularly with them
- monitor the organisation of the second half of the session to make more effective use of time and resources (also applies to nursery education)

#### **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 the information shared with parents to support early assessments and planning for children's learning (also applies to care)

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)