

Grovely Pre-school

Inspection report for early years provision

Unique Reference Number	145987
Inspection date	15 November 2007
Inspector	Catherine Louise Sample
Setting Address	Wishford First School, West Street, Great Wishford,, SALISBURY, Wiltshire, SP2 0PQ
Telephone number	07884011091
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Registered person	Grovely 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?

Grovely Pre-school opened in 1986 and operates from a dedicated area within Wishford First School, Great Wishford. The pre-school has access to a fully enclosed outdoor play area and the school hall, kitchen and cloakroom facilities. Children attending the pre-school come from villages in the surrounding area. The pre-school opens five mornings a week during term times. Sessions last from 9:00 to 12:45 four days a week and from 9:00 to 12:00 on Wednesdays. The children attend for a variety of sessions.

The pre-school is registered to care for a total of 15 children at any one time. There are currently 18 children on roll of whom 13 receive nursery funding. The pre-school supports children with learning difficulties and/or disabilities.

Three staff, two of whom hold early years qualifications, work with the children. The setting works closely with staff at the school and receives support from the Wiltshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning about good hygiene practice. They go to wash their hands after messy play and know that they must wash them after using the toilet. They tell staff that you have to wash your hands before you eat and talk about having sticky hands after eating tangerines.

Children's hygiene needs are met appropriately. They use running water and soap to wash their hands and dry them with paper towels to prevent cross infection. Tables are cleaned with antibacterial spray before children eat at them and staff carry antibacterial hand gel with them. There are clear nappy changing procedures to ensure that the hygiene needs of younger children are met appropriately.

Children have healthy food and drink. They can help themselves to water at any time to ensure that they do not become dehydrated. They have healthy food and drinks at snack time. They can choose from water or milk to drink and have a variety of fruit including bananas and tangerines. Children bring packed lunches which are stored in the kitchen during hot weather to keep them cool. Parents are also advised to use an ice block to prevent food becoming too warm. Staff encourage children to eat savoury foods before sweet foods and treats. Children are learning about healthy eating through discussion at mealtimes.

Children are protected from illness and infection by appropriate measures. For example, there is a sickness policy in place that includes a 24 hour exclusion period for children with sickness and diarrhoea. The group has one trained first aider and the other staff are currently completing their training. There is a well stocked first aid box. Accidents and medication administered are recorded accurately. Children are helped to keep fit through regular exercise, both inside and outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are learning about how to stay safe. They have been visited by a local police officer who talked to them about safety and they have made their own road signs. They know that the climbing frame is dangerous in wet weather and staff remind them to sit when they are going down the slide. Staff also remind them to use scissors carefully and tell them that if they tip their chairs they could slip and hurt themselves.

Children can generally move about the setting safely. Staff make an annual risk assessment of the premises and positive safety measures include the use of radiator covers and the monitoring of visitors. The school building in which the pre-school is situated is secure at all times. Children take part in regular fire drills and the pre-school now has its own fire bell. However, children are put at risk since not all electrical sockets are covered.

Children's safety outside is ensured through generally effective measures. For example, a minimum of two staff are always present to ensure careful supervision. There is no standing water in the pre-school play area and the school pond is fenced off. Children are reminded not to ride bikes over the step at the end of the tarmac. However, children can access berries hanging over the wall from a neighbouring garden and this could put them at risk. Children's safety on outings is promoted by having a high adult:child ratio. The supervisor also makes a risk assessment in advance to ensure that the destination is safe and suitable for children.

Children's welfare is protected through the staff's appropriate understanding of child protection issues. They are aware of the possible indicators of abuse such as changes in children's behaviour and unexplained injuries and marks. They are aware of what to do if they have concerns about a child and a flow chart showing this process is clearly displayed. A record is kept of existing injuries although parents are not currently asked to sign this.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident. They proudly show off their work and chat confidently to adults. They also tell staff that they can peel their bananas themselves. They are developing some independent skills such as tidying up before snack time and fetching an apron when they are doing art activities. Children have generally good opportunities to make choices. A range of appropriate resources are set out for them to choose from and they can also self select resources from low level storage units. However, the limited space means that a wide range of resources cannot be out at all times. For example, children cannot freely explore a wide range of art materials at any one time.

Children benefit from an appropriate range of activities. Planning is based around themes, such as nursery rhymes, and shows links to the Foundation Stage curriculum although there is less emphasis on the Birth to three matters framework. This is partly due to the fact that children are usually almost three when they start. Children enjoy activities such as growing seeds and bulbs and making giant footprints to stick on the ceiling.

Nursery Education

Teaching and learning are satisfactory. Children are making satisfactory progress towards the early learning goals. They are keen to try new activities such as making hats and independently choose books to look at with staff. They have good self esteem and confidently approach their peers and adults. They have good relationships with one another and behave well. They have some independent skills although they do not get sufficient opportunities to do some activities, such as pouring drinks, for themselves. They are starting to learn about other cultures and beliefs through planned activities and regular use of resources that promote diversity. Children have planted seeds and bulbs and are observing the changes as these grow. They also talk about the frost and the change in the weather. They have regular opportunities to design and build using varied resources and enjoy using the computer and other technology such as a digital camera. They are developing a sense of time as they sing about the days of the week and a sense of place as they go out on local walks and talk about events at home.

Most children are able to speak confidently in a group and chat to staff and other adults. They are good listeners. They sing the 'listening ears' song and try to identify the sounds around them. They enjoy listening to stories and can retell them afterwards. They have good opportunities to link sounds and letters and staff are teaching them phonics. They are learning to identify letters through activities such as using a magnetic board and letters. They are able to practice mark making and several can copy or write their names. Children have good opportunities to count. Staff often ask them to count items. For example, they ask the children to count the number of tangerine segments and the group of children count to 11. Children also use numbers in their play. A child counts the ladybird cushions as she puts them away. Children can identify shapes and they investigate measure when playing with water and sand. They are beginning to do some basic calculation but do not have sufficient opportunities to solve simple mathematical problems.

Children have regular opportunities to do planned art activities. They can also use paints but the range of media and materials that they can experiment with freely is restricted due to space limitations. They enjoy exploring sound by using musical instruments and singing. They use their imaginations in role play and this area is set up in a variety of ways to capture children's interest. For example, they have had a lifeboat made from cardboard and the climbing frame is due to be made into a castle. Children enjoy running and moving freely in the outdoor play area. They are developing a sense of space as they squeeze under the climbing frame. They use an appropriate variety of large and small equipment such as a climbing frame, trikes and bean bags. However, all aspects of children's physical development are not fully planned for.

Children benefit from generally effective teaching methods. Staff are able to challenge children appropriately and manage their behaviour well. They offer plenty of praise and encouragement to children and give appropriate levels of support. For example, staff support children as they cut out shapes and write their names on the hats they are making. All staff record observations of children's progress in a 'look and listen' book. These observations are used to identify the next steps that individual children need to take and are transferred to the children's records of progress. All staff meet weekly to discuss planning and all have the opportunity to contribute their ideas. Planning does not link closely to the stepping stones of the Foundation Stage. Planning for the current topic shows links to the different areas of learning and so do daily activity plans, but the specific steps that children are working towards are not clearly identified. Some staff have less experience and training than others and, therefore, do not have a full understanding of the Foundation Stage curriculum.

Helping children make a positive contribution

The provision is satisfactory.

Children actively contribute to the setting. They help to tidy up before snack time and choose what floor activity they would like to get out. They also help staff to make new role play settings. For example, they helped to make a lifeboat out of cardboard boxes. They have positive relationships with one another. They play instruments and sing together and a child pulls another in a wagon.

Children are well behaved. A child politely asks a member of staff to pass them a puzzle piece and then thanks them. They follow instruction well. When staff ring a bell the children instantly put their hands on their heads and stop talking. They are able to take turns with equipment such as trikes and share during activities like play dough. Staff manage children's behaviour effectively. They remind them to say please and sorry and give clear explanations about why children's behaviour is unacceptable.

Children are learning sufficiently about wider society. They use resources including disabled small world figures, ethnic play foods and multicultural books. However, due to limited space these are not always available. Children take part in activities such as celebrating Diwali and making pretend Chinese food. Staff encourage children to play with a full range of toys whatever their gender and adapt activities to ensure that all age groups can take part.

Children with learning difficulties and/or disabilities are cared for appropriately. The supervisor has attended relevant training and works closely with the parents and the area special needs coordinator to ensure that children's needs are met. She shares information with staff to ensure that all are aware of children's requirements and know how best to meet them.

Children benefit from an effective working relationship between the parents and staff. Parents are warmly welcomed to the group and encouraged to become involved. They receive regular newsletters and there is a parent notice board with information such as the group's policies and procedures. Staff provide reassurance for parents whose children are still settling in to the group.

Partnership with parents is good. Parents receive information about the Foundation Stage of learning in the group's prospectus and planning shows how topics link to the early learning goals. They have good opportunities to meet termly with staff to discuss their children, look at their records of progress and agree new targets. Parents are invited to contribute what they know about what their child can already do when they start funded education. Parents are encouraged to support their children's learning by doing activities with them at home. Children are given a homework bag with books and worksheets that parents can use if they wish to.

Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children benefit from a sufficiently well organised environment. Colourful ladybird cushions and displays of the children's work provide a welcoming atmosphere. The group is situated in a small room within school premises. It has previously shared an adjoining room with one of the classes but this is not currently being used. This limits the space available for children to play and for resources to be laid out for children to explore freely. The premises are, however, due to be extended next year.

Children benefit from having suitable staff. The group has appropriate recruitment procedures to ensure that new staff are suitable to work with children. For example, all staff are vetted and asked about their medical history. The group is aware of the need to inform Ofsted of significant changes although there has been some confusion over informing them of the new chair. Children also benefit from having trained staff. Two staff have early years qualifications and have attended a variety of other relevant training. The remaining member of staff is due to begin training soon. Staff have a positive attitude towards professional development and further enhancing the care and education of the children. They are pro-active in using what they have learnt at training to make improvements to the curriculum. For example, various songs and rhymes have been introduced after the supervisor attended a training workshop on language and sounds.

Children's welfare is enhanced through the keeping of all necessary records, policies and procedures. Accidents and the administration of medication are recorded accurately and the register shows those present at any given time. There is a complaints procedure in place but the group does not currently have guidelines of how to investigate and record complaints. There are currently no separate records for incidents and child protection concerns.

Leadership and management are satisfactory. Staff work well together as a team. They meet weekly and all have the opportunity to contribute to the planning and monitoring of the educational provision. There is clear staff deployment which ensures that all staff have turns at tasks such as reading the daily story. The chair has ongoing contact with the group and is kept aware of day to day issues by the supervisor. She has recently attended training on committee membership which has increased her understanding of her role. She is involved in

recruitment and appraisal of existing staff and considers plans for the future of the group with the supervisor.

The group monitors the success of the educational provision. The supervisor uses the 'look and listen' book of observations to identify any areas for development. She also checks the planning folder to ensure that all areas of learning are covered sufficiently. She is, therefore, able to identify areas for improvement such as physical development. She can also identify the particular strengths of the provision such as literacy and numeracy. Activity plans are evaluated but this is not completed consistently which means that it cannot fully inform future planning.

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

Improvements since the last inspection

At the last care inspection the provider was required to develop a knowledge and understanding of the local Area Child Protection Committee procedures and to conduct a regular risk assessment. It was also required to ensure that all children were included and that their individual needs were met. It was required to ensure that the register was kept accurately and that parents gave written permission for the group to seek emergency medical treatment and/or advice. Finally it was required to put appropriate nappy changing procedures in place.

The staff are aware of the procedures to follow in the event of concerns about a child. The Local Safeguarding Children Board flowchart is prominently displayed. This enhances children's safety. Staff now make an annual risk assessment to ensure that the premises are safe. This also enhances children's safety. The supervisor has attended training in inclusion and plans activities to ensure that all children can take part and that staff provide encouragement for them to do so. This ensures that all children are included and that their individual needs are met. The register is now kept accurately and includes all those present, including visitors. Parents give written permission for staff to seek emergency medical advice and/or treatment. These measures enhance children's health and safety. Finally, the group now has written nappy changing procedures and a new changing area. This ensures that children's hygiene needs are met.

At the last education inspection the provider was required to further develop procedures for assessing and recording children's progress. It was also required to develop planning to ensure that all areas of learning were given equal emphasis and to develop the partnership with parents to ensure they were kept well informed about their children's progress. Finally, it was required to develop the book area.

Children's progress is observed and recorded on a regular basis. This information is then transferred to their records of progress and can be used to identify the next steps that they need to take. Planning has been developed and generally gives equal weight to all areas of learning although physical development remains an area for improvement. The pre-school has developed procedures to keep parents well informed about their children's progress. Parents and staff meet every term and also have ongoing discussion about the children. The book area has a varied range of books that are changed regularly. Children now have ladybird cushions to sit on which makes the area more attractive to use. These measures are enhancing children's education.

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

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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 that all electrical sockets and plants with berries are inaccessible to children
- develop understanding of how to manage and record complaints made by parents and ensure that records are made of significant incidents and existing injuries and stored securely to ensure confidentiality

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):

- develop planning to show clear links to the stepping stones and ensure that children have more opportunities to solve practical number problems and to take part in a varied range of activities to help their physical development
- ensure that educational provision is consistently evaluated in order to inform future planning
- further develop staff knowledge of the Foundation Stage curriculum

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