

The Shore Pre-School

Inspection report for early years provision

Unique Reference Number	148858
Inspection date	15 November 2007
Inspector	Anne Mitchell
Setting Address	Foxcott Close, Southampton, Hampshire, SO19 9JQ
Telephone number	023 8043 1198 07790 423 079
E-mail	
Registered person	The Shore 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 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?

The Shore Pre-School has been registered since 2000. It operates from a building within the Shore community rooms in Weston Shore School. There is a fully enclosed area for outdoor play, and the pre-school also have use of the school playing field and the Sure Start garden.

The setting is registered to provide care for a total of 26 children from two to under five years of age. There are currently a total of 43 children on roll. Of these, 40 children are in receipt of funding for nursery education. The setting supports children with disabilities and/or learning difficulties and children for whom English is an additional language.

The pre-school opens for five days a week during school term times from 09:15 until 11:45 and 12:15 until 14:45. There are a total of nine staff working directly with the children on a full and part time basis. All staff hold, or are working towards a relevant childcare qualification. The setting receives support from the Southampton Early Years and is a member of the Pre-School Learning Alliance (PSLA)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted. They use the toilet facilities independently as they are adjacent to the messy play area. The use of a soap dispenser and paper towels helps to prevent cross infection. Many children are aware of the importance of good hand hygiene and tell the adult 'I'm washing all the dirt away so I can have my sandwich'. Most wash their hands independently but some forget to wash or flush, and are not always reminded by staff.

Cleaning rotas ensure that the toys and equipment is cleaned regularly to limit the spread of infection. Wooden play food that children have pretended to eat is quickly removed to be cleaned before further use. Children's health and wellbeing is supported through the clear documentation maintained. For example, accident and medication recording is maintained confidentially, being shared with individual parents as required. Sick children policies are in place and shared with parents from the outset so they are aware of the need to exclude children if they are unwell. Children can be treated promptly and effectively in the event of an accident because almost all staff hold an up to date first aid certificate and a fully stocked kit is kept on the premises and taken outside when children play outside.

Children enjoy daily opportunities to exercise and play in the fresh air in the fully enclosed and well resourced outdoor garden. Staff have recently introduced woodland walks to extend children's enjoyment of the outdoor environment. Children can dig in the soil or sand. They can use bikes and scooters or play in the wooden boat. Children climb the steps to the top of the mound to play chase. They run, laugh and play freely and evidently thrive in this environment.

Children's dietary needs are very well supported. Records about dietary needs, allergies or cultural requirements are familiar to staff who ensure there are alternative snacks for children and so their needs are met. Snack time is a social event and staff sit with children talking to them about favourite foods, their pets or what they have been doing that morning. Foods provided are healthy and substantial. Children choose from fresh fruit and make their own wholemeal sandwiches with a variety of fillings. They have pieces of cheese and following the current theme of 'food', have opportunities to try Indian and Chinese snacks. Milk or water is provided as a choice of drinks to accompany the children's food. Children can help themselves to fresh drinking water throughout the session and this ensures their fluid levels are maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe environment. The door is secure and monitored effectively at arrival and departure times by staff. Children's attendance is recorded. There are good systems in place to record visitors and this record is maintained consistently. Resources are stored at low level and child sized furniture ensures children can play in safety. Staff conduct a visual risk assessment of their area of responsibility in the setting. An written outdoor risk assessment is completed daily to ensure children are safe outside.

Children's knowledge of keeping themselves safe is effectively promoted through continual discussions with them. Staff remind children to be aware of the scissors as they cut paper, and explain that they must be careful as they shake a wooden rattle vigorously close to others.

Equipment is checked on a regular basis and is safe to use. Children are safe as they play inside and out as the level of supervision is good and staff are generally vigilant about children's safety.

Children are well protected from harm and neglect. Staff's understanding of safeguarding children issues and procedures is good. Many staff have attended training and are booked to update their knowledge in the near future. There is a nominated member of staff responsible for safeguarding children. Policies and procedures are in place and shared effectively with parents from the outset, so they are aware of the staff's duty to keep children from harm. Staff are secure and confident in their understanding of the possible signs and symptoms of abuse and the procedure to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and well occupied throughout the session. Children enjoy a broad range of activities and resources throughout the session that promote their learning and all round development. They make choices and ask for a 'scary cave' to play in. Staff adapt the climbing frame covering it with a dark cloth. Children explore the 'cave' with excitement. In the craft room children find a selection of sea creatures in the water tray and in the sand drive diggers through the sand to make roads. Children's language and vocabulary is developing well as staff take time to talk to children and listen to them with interest.

In the garden children are effectively engaged in a wide variety of activities. Autumn leaves have filled the wooden play boat and children throw handfuls of leaves up in the air, laughing and giggling with delight as the leaves fall to the ground landing on their heads and on those around them. Other children dig in the sand and the garden area. Others continue imaginative games with their friends. One child says 'Come on babes, we've got to go up the shops or we'll be late'. The friends follow her to an area of the garden they have designated as 'the shops'.

Nursery Education.

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage curriculum and are clear about the learning intentions of planned activities, and core activities such as role play. Children learn effectively because staff use a range of teaching methods to support them. They use open ended questioning, discussion and demonstration. During planned activities they talk about related subjects. For example, as children make bird feeder balls children and staff discuss animals in general, how they survive in the cold weather and what different animals eat.

Planning ensures that all areas of learning are covered. Staff use regular observations on children to complete their individual development records. However, these records do not consistently provide a clear picture of each child's development. Staff have a good understanding of areas of development for their key children but again, next steps to promote children's progress are not consistently recorded. Activities are effectively adapted to challenge more able children and support those who need it.

The organisation of staff and resources is good. Children can access resources and activities freely to develop their independence and their own imaginative and creative skills. Staff are well deployed to support children or allow them time and space to play independently. Staff are skilled at helping children extending their own play. For example, a group of children line

up chairs to make a bus. Staff help them develop this further by providing props for a steering wheel, 'Octons' for money and paper for tickets.

Children who have specific requirements are very well supported. Their individual needs are assessed in close liaison with parents and professionals. Individual Education Plans are in place to support children well and help them reach their full potential. One to one support from staff enables children to be fully included in the range of play and activities provided. Staff use Makaton signing to support children's understanding. In close liaison with parents, staff are helping children with English as an additional language to settle and enjoy their experience at the pre-school. They use key words in the child's own language to assist their learning and have asked parents to help them develop dual language labelling.

Children's personal, social and emotional development is particularly well promoted in the pre-school. They are greeted warmly by staff with hugs and cuddles at the start of the session and are quick to settle. If children find separating from their parents difficult, staff are quick to help distract them effectively. A member of staff asks one child 'Can you help me call everyone's name out? I'm not sure I can do it on my own.' The child is delighted to help and leaves his mother happily. Children demonstrate good levels of independence selecting resources and toys from low level storage. They butter their own bread and pour their drinks at snack time. Children make close relationships with staff and with each other. They work together to colour a large box, each taking a different area and negotiate between them who will do what. An older child helps himself to a cup of water. A younger child approaches and the older child pours a drink and hands it to him.

Children enjoy well read stories in small groups. They use props to illustrate the story and bring it to life. During the story of 'Tummy Rumbles' children take turns to rattle the wooden bell to make the sound of the rumble. Children listen well and participate with enthusiasm, encouraged by staff who ask 'What is the elephant eating?' and 'Can you guess what flavour milkshake that is?' The pre-school have a comfortable and well stocked book corner, however, children rarely visit this area independently. The text rich environment helps children to recognise that words carry meaning. They find their name at the start of the session to 'post' into the box. Children have good opportunities to make marks and write in the home corner and writing table. One child decides to 'take the register'. He approaches adults and children and says 'Say good morning!' He then marks them in a book and counts how many marks he has made.

Children are beginning to use their mathematical skills. One child cuts wooden play food and says 'Look! I made three cuts but I got four slices of bread!' Staff encourage children to count in everyday situations, such as counting the slices of Satsuma or how many cups they need. Children recognise and name shapes as they draw round them. They are beginning to use maths to solve problems. A child tries to put the toy fish into a container and a member of staff asks 'Will they fit in there?' The child considers the problem, replying 'No I need to find a bigger one'. They use mathematical language increasingly in their play. A child cuts long strips of paper and talk about longer and shorter.

Children have daily opportunities to use the computer and are developing good mouse control. They explore the natural world through woodland walks, projects about the seasons and gardening, planting flowers and herbs. They learn about food from different cultures as they taste samosas and spring rolls at snack time. Children are developing a sense of time and place through projects and daily discussion. Staff talk to them about what they do at the weekend and special family events, such as birthdays and outings.

Children have good opportunities to explore colour and texture through a broad range of creative activities. They can choose to create pictures using paint in different ways, with a brush on paper, flicking paint to make firework pictures or hand printing. They enjoy rolling and moulding the play dough. The children tell a member of staff that the dough is sticky, so they are given flour to add to it to change the consistency. Children mix lard, seeds and dried fruit to make feeding balls for the birds. Children use their imaginations well. They go on a 'bus ride' using tickets the staff have provided to extend their play. One child shows a member of staff a toy fish she found in the water tray. The member of staff asks 'What sort of fish is it?' The child answers 'It's a girl fish called Lemmy. You have to be careful because she gets scared'. Children enjoy singing familiar songs and rhymes at the end of the session, participating with enthusiasm.

Children's physical development is well supported. They have a good range of equipment in the outdoor area such as steps up to the top of a mound, a wooden boat and stepping stones. Children pedal bikes with increasing confidence and many children are skilled at using scooters. Indoors children can use the climbing frame and move around the setting using the space efficiently. Children use a range of tools such as hole punches that make shapes, scissors, rolling pins and cutters. Their small muscle control is well supported through activities such as threading.

Helping children make a positive contribution

The provision is good.

Children and their families are welcomed into this child orientated, bright and stimulating environment. Children's art work is displayed and the play area is prepared with space for children to choose their own activities, and some already set out for children to play with. Children's individual needs and family circumstances are effectively supported as the staff know the children well. They engage children in conversation about their interests and listen with interest as the children tell them their news. Consequently children have a clear sense of belonging to the group and are very much 'at home' in this environment.

Children learn about the wider world through planned projects and resources that provide positive images of cultural diversity and disability. They use puzzles and books that feature people from different cultures, and explore different cultural festivals and taste foods, such as bhajis, samosas, spring rolls and prawn crackers. Children from a range of backgrounds and abilities are welcomed and fully included in all aspects of the curriculum.

Children's behaviour is very well managed. Children are keen to help each other during tidy up time. Staff use praise and encouragement consistently to promote good behaviour, thanking children for being helpful and kind to each other. A member of staff tells a group of children 'How quickly can we put all this away, do you think? Wow, you are so good at this!' Children are reminded to say please and thank you at snack time and minor conflicts are dealt with promptly and calmly. Staff work with parents to ensure there is a consistent approach to the management of children's behaviour. Staff provide good role models and speak to the children and to each other with respect. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. There is an informative notice board providing up to date information about child care issues. They are provided with a comprehensive prospectus with information about the setting, the Foundation Stage curriculum, fees and session times. Parents are clearly happy with the level of support, care and education provided. Parents state

that staff are friendly and approachable and provide them with good information about their child's progress and daily routines.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care. They are cared for by experienced and qualified staff. Staff demonstrate a clear commitment to further training to develop their knowledge and understanding in a variety of childcare practices, such as child protection and behaviour management. There are secure systems in place to check new staff so children are cared for by suitable people. There is a good induction process for new staff which ensures newly appointed staff soon become familiar with the setting's policies and procedures and the daily routines. Staff work well together as a team and are supportive of one another. They clearly enjoy their roles in childcare and their enthusiasm promotes the friendly and welcoming atmosphere within the group. Staff show a real commitment to providing positive outcomes for children.

The setting operates a high staff ratio to ensure children have good levels of support and there are opportunities for staff members to attend training where possible. Space within the setting and in the outdoor play area is well organised to meet the children's needs effectively and allow sufficient space to play. Children's independence is well promoted through the easy access to resources. Children are encouraged to be independent in their personal care too, but not always reminded to follow good hygiene practice at all times. There are dedicated areas for messy and creative play, imaginative role play and quiet times. Staff are effectively deployed in different areas in the setting, taking responsibility of their own area. Consequently, children are well supported in their play to ensure they are happy and safe.

Leadership and management is good. The manager has a clear vision for the continuous improvement of the nursery education. There are good systems in place to monitor the nursery education. Weekly staff meetings highlight areas for development and the minutes of these meetings evidence this effectively. Staff implement improvements as soon as possible. The local development officer visits regularly to help monitor the provision and suggest improvements. Staff appraisals ensure training needs are highlighted and addressed.

The setting has a comprehensive range of policies and procedures that reflect the care and education provided. These are reviewed and updated annually. Documentation is held securely to promote the confidentiality of children and their families.

Improvements since the last inspection

At the last care inspection, the provider agreed to conduct more frequent emergency evacuation drills and to ensure that staff and children's times of arrival and departure were recorded. A door book now records the arrival and departure times of adults and children to ensure detailed records are maintained. The fire drills are now practised on a very regular basis to ensure children can leave quickly and safely in the event of an emergency.

At the last education inspection the setting agreed to increase the opportunity for children to be familiar with simple number problems through routines and practical play activities. They also agreed to increase the opportunity for children to practise emergent writing and to link sounds and names of letters. Children are now encouraged to use simple mathematics during everyday activities, such as counting how many children at registration or cups at snack time.

There are good opportunities for children to write and make marks freely in the role play area or at the writing table. Children are encouraged to sound out letters during daily activities increasing their understanding of early reading skills.

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):

- further develop children's independence in their personal care through offering effective support and encouragement to follow good hygiene routines

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):

- review children's developmental records to clearly show their progress and their next steps for development

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