

Lulworth Camp Pre-School

Inspection report for early years provision

Unique Reference Number	153456
Inspection date	31 October 2007
Inspector	Dinah Round
Setting Address	Merlin Court, Lulworth Camp, Wareham, Dorset, BH20 5QD
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Registered person	The Trustees of Lulworth Camp 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?

Lulworth Camp Pre-School has been running since the 1960s. It operates in a converted army officer's house situated within the Lulworth Army Camp, in Dorset. The facilities provide two connecting playrooms and a large conservatory for the children, plus a store room and kitchen. Toilet facilities are easily accessible off the hallway. Children have access to a fully enclosed outdoor play area which provides both tarmac and grassed areas.

The pre-school is open during term time Monday to Friday from 09.10 - 12.10, a lunch club is provided until 12:50 if there is a demand. Children attend for a variety of sessions. The pre-school are registered to care for 26 children between two years and four years, and there are currently six children on roll. Of these, three children are receiving government funding for nursery education. The pre-school welcomes children who have learning difficulties and disabilities and children who have English as an additional language.

A team of three staff work with children. Two of the staff have early years qualifications to level 3, one member of staff is about to commence training. The group receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well supported. They learn the importance of good personal hygiene through the consistent routines, and are developing very good independence in using the facilities provided. Children benefit from the effective measures followed by staff to prevent the risk of cross-infection. This includes clear nappy changing procedures, the provision of liquid soap, paper towels and disposable tissue, and the wiping of tables with anti-bacterial spray before snack time. Parents are informed about the exclusion of children with infectious illnesses which helps to minimise the spread of infection. Children are assured of prompt treatment in the event of an emergency, as all staff are first aid trained and first aid resources are easily accessible. Clear records of accidents and medication administered are maintained which supports children's well-being.

Children enjoy a sociable snack time where staff talk to them about the different foods provided, generating comments, such as 'it's juicy' when eating a piece of apple. Children are provided with an excellent choice of healthy and nutritious snacks and staff encourage them to try new tastes. For example, children carefully use spoons and help themselves to slices of apple, banana, orange and raisins. Children are provided with regular drinks, and are able to easily access their individual water bottles during the session. This makes sure that their fluid levels are maintained and that they do not get thirsty. Children learn how food grows through planned activities, for example, they grow cress, then use it to make cheese and cress sandwiches for their snack.

Children explore and develop their physical skills through daily opportunities to take part in a rich variety of outdoor experiences. They enjoy pushing and pedalling the various wheeled toys, and have access to large play equipment to climb, swing, slide and balance. Children can readily access an extensive range of tools, which they use with confidence and good control. They use pens, paint brushes, scissors and pritt sticks to create their own pictures, and the large scoops for the sand and stones.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. Effective security arrangements ensures that children are unable to leave the premises unsupervised. There are clear systems in place to protect children which includes close liaison with parents over persons authorised to collect the children. Children are able to freely and safely move between the different play areas and staff's good supervision makes sure that children remain safe. Annual risk assessments are carried out to identify hazards and minimise risks to children. Appropriate fire safety equipment is in place and regular checks completed. Children take part in frequent fire drills to ensure they are fully aware of the emergency evacuation procedures.

Children choose from an excellent selection of toys and resources, which are clean, in good condition, and well positioned so easily accessible. Children learn about keeping themselves safe and how to care for the toys and equipment. For example, staff calmly explain not to ride the truck over the musical pad as it is plastic and might break.

Staff are clear of their responsibility to safeguard children and have an understanding of child protection issues and procedures. However, the staff's knowledge varies, as they have not

recently completed any training. A clear child protection policy is in place and is made available to parents, although, this lacks some details. A record is maintained of any visitors to the premises.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled and enjoy their time at the pre-school. They have positive relationships with staff and benefit from the good levels of support they receive, which helps them feel secure. Children's independence is promoted very well, they are actively encouraged to select their own resources and attend to their own personal hygiene. They are provided with a broad range of enjoyable and interesting activities which contribute towards their all round development. Children have access to an excellent selection of easily accessible resources and sensory materials for them to explore. Staff spend time talking and listening to children, questioning their thinking to help them progress in their learning. They make effective use of the 'Birth to three matters' framework to monitor and assess the younger children's development.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and skilfully promote children's learning. They plan a broad range of stimulating activities which offer children extensive indoor and outdoor learning experiences. There is a good balance of adult led and free play activities to ensure children have choice and remain interested. Staff use spontaneous opportunities to successfully extend children's learning. For example, as children explore an old camera, a member of staff encourages children to use the pre-school digital camera to take photographs of each other. This generates lots of discussion as children happily pose together, then observe their picture on the screen with great excitement.

Children benefit from being in a small group where staff are knowledgeable about their individual abilities. On-going observations and assessments are successfully used to monitor children's individual progress and development. However, these are not used to feed into planning to help children to reach their full potential. Staff regularly praise the children and value their efforts which boosts their self-esteem.

Children are confident, and come into the group keen to share their news with the staff. They show very good levels of independence, such as pouring their own drinks at snack time and happily choosing their own resources and activities. Some children are able to concentrate for a considerable time on a particular activity, for example, when matching shapes during an activity. Children develop a love of books, and benefit from access to well stocked resources with both fiction and non-fiction books. They enjoy stories in the pre-school, such as 'The Tiger who came to tea', and take a book home at the end of the week. Children learn to recognise their written name as they see labels for their coat hooks, and identify their name card at snack time. Children are developing emergent writing through having good opportunities to access mark making tools.

Children count in a wide range of daily routines and practical activities. For example, they join in the 'five little ducks' rhyme with excitement, and count how many children at registration, linking with the corresponding number on the board. Children learn to recognise and name shapes and sizes, using puzzles and games, for example, a child identifies that three smaller rectangles are needed to fit the larger rectangle. Children have very good opportunities to use their senses to explore and investigate as they access the magnifying glasses and mirrors on

the interest table. They learn about the natural world through local walks to collect items for Autumn, and plant seeds during the Summer. Children develop an understanding of their local environment through planned topics, and visit places, such as 'Lulworth Cove' and 'Kingston Maurward'.

Children create freely, using paint and a good selection of collage materials, commenting to each other 'I'm making a kite' and 'I'm painting fireworks'. They enjoy sensory play, using sand, water, sawdust and dough. Children have fun as they join in with the actions and movements during the 'The wheels on the bus' rhyme. Some children independently sing along and tap their feet to the tune 'If you're happy and you know it' on the Vtech machine. Children have good opportunities to use their imagination through the various role play environments created by staff, such as, garden centre, campsite and cafe.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as staff have a good understanding of their individual needs. Children develop a strong sense of belonging to the pre-school. For example, as they arrive at pre-school they find their own name card and photo, and see photos of themselves displayed around the room. Children are made to feel special as they take turns to be the 'special helper', and they see pieces of their work displayed on the special table. Children's spiritual, moral, social and cultural development is fostered.

Children benefit as staff work closely with parents to follow their individual needs. The group have a special educational needs co-ordinator (SENCO) who has a sound knowledge of her role. Staff adapt activities to make sure that all children are able to participate, and use books and rhymes to help children's understanding when they have English as a second language. Children gain awareness of other cultures and the wider world through planned topics, posters displayed and a good range of resources reflecting diversity. For example, they have made lanterns, tasted noodles and prawn crackers during Chinese New Year celebrations, and tasted pumpkin pie during America's Thanksgiving.

Children behave well. They learn to share and take turns, for example, when using the milk jug at snack time, and waiting patiently to use the digital camera to take a photograph. Children receive consistent messages and 'golden rules' are displayed to help children understand what is expected of them. Children benefit as staff use effective behaviour management strategies, such as distraction, explanation, and a five minute warning at tidy-up time, which work successfully. Staff act as positive role models, and give children regular praise and encouragement which boosts the children's confidence and self-esteem.

Partnership with parents and carers is good. Parents are provided with clear, detailed information about the pre-school, through the informative notice board and the parent's information booklet. Parents are welcomed into the group, and discussions with staff at the beginning and end of the session means that parents are kept well informed about their child's care. Parents are made aware of the Foundation Stage curriculum as details are shared with parents through the information booklet. Children's individual achievement folders are regularly sent home and parents are encouraged to add their comments. Regular newsletters provide details of current topics and activities, and things children can bring in, such as items for the nature table. Children take books home on a weekly basis, so parents can be involved in their child's learning.

Organisation

The organisation is good.

Children are cared for in a bright, welcoming child-friendly environment. They are well supported in their care and learning due to being in a small group where staff know them well. Space and resources are extremely well organised to allow children to move freely between the activities maximising children's independence. Children are offered a good range of activities and play experiences, with successful use of the outdoor areas to extend their learning. The small team of staff work together very well to support children's care and well being. The staff regularly attend training to continue to develop their knowledge and skills, however, child protection has yet to be completed. The pre-school meets the needs of the range of children for whom it provides.

Documentation is well organised, kept secure and confidential. A clear staff recruitment procedure ensures that newly appointed staff are suitable to work with children. Policies and procedures are in place to support the smooth running of the pre-school, however, the safeguarding children policy lacks some details, and some records do not have the full information clearly recorded.

Leadership and management is good. The supervisor is very knowledgeable and supports the staff well in their continual development. All staff get involved in the planning of activities and continue to share ideas through on-going discussions. Staff have a good understanding of their roles and responsibilities which helps to ensure consistency for children. The pre-school strives for continued improvement and development of the care and education they offer children. They link closely with the Early Years Consultants from the local authority, actively implementing suggestions and new ideas to further develop the opportunities for children. For example, following recent training staff have incorporated props in songs, rhymes and story time to actively involve the children. The pre-school link with local schools to help children's transition to school.

Improvements since the last inspection

At the last inspection the provider agreed to update knowledge of the local area child protection procedures. Some staff did attend local authority child protection training, however, due to staff changes and further updates for safeguarding children, the current staff's knowledge requires updating.

Nursery Education

At the last inspection the provider agreed to further develop children's assessment records. The pre-school have now incorporated photographs of children to illustrate their progress in their individual assessment records, which are shared with parents.

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 to parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- continue to develop staff's knowledge of child protection issues, and review the child protection policy so all information is fully detailed
- review the children's records so all information is clear

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 flexibility in meeting children's individual needs, by using the children's assessment records to feed into planning to help them reach their full potential.

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