

Lover and Redlynch Pre School

Inspection report for early years provision

Unique Reference Number	EY261429
Inspection date	08 November 2007
Inspector	Susan Mann
Setting Address	School Road, Lover, Salisbury, Wiltshire, SP5 2PW
Telephone number	01725 510295
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Registered person	Lover and Redlynch 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?

Lover and Redlynch Pre-School was registered in 1973. It is situated in the village of Lover on the Wiltshire/Hampshire border and serves the local and wider community.

The pre-school is open every weekday morning in term time from 09.00 to 11.45. It offers a lunch club on Tuesdays, Thursdays and Fridays until 13.00. The pre-school admits children from the age of two years.

There are three members of staff working at the pre-school. All hold a suitable early years qualification. There are 16 children on roll of whom four children are in receipt of funded education. The pre-school supports children with learning difficulties and/or disabilities and children who have English as an additional language. The pre-school receives support from the Wiltshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well at the pre-school. Children are learning about how to keep themselves healthy. They know to wash their hands after using the toilet and before eating to limit the spread of germs. They have made a wall display which shows foods that are healthy and those that are not. Medication and accident records are accurately maintained and shared with parents to ensure they are kept informed. Children with specific dietary needs are catered for well. Parents provide details of any allergies and these are noted and strictly adhered to by staff to ensure children's well-being.

Children enjoy a sociable snack time where they sit together. They are offered a choice of nutritious foods to eat, such as fruit and vegetables and have milk or water to drink. Children are independent and help themselves to their snacks and drinks, and they clear away their plate and cup when they have finished. Children can ask for a drink of water at any time during the session, and may sit at a designated table to enjoy their drink. However, there is no water dispenser or visual sign to prompt children into remembering that they may have water at any time. This means that some children may not realise that they can have a drink whenever they are thirsty.

Children benefit from daily opportunities to play outdoors in the fresh air. They use the large and secure garden that is directly accessed from the pre-school room. Here, they can run around and release their energy, or they play quietly with the sand, water, and other activities. For example, several children run around the base of a tree, kicking the fallen autumn leaves in the air as they go. Elsewhere in the garden, two children push digger trucks around in a tray of gravel. This outdoor play enhances their level of physical fitness and fosters their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and sound by vigilant staff who supervise them well. The pre-school room is well organised to provide children with plenty of space to play. It is decorated with lots of colourful displays of children's work. This provides a bright and stimulating environment where children may see that their work is valued. Daily checks are made to ensure that the premises and equipment is suitable for children to use. In addition, staff carry out a number of individual risk assessments for outings, activities, and events. In addition, they assess the risks concerning new developments in the provision such as admitting children from the age of two years. This enables staff to identify any difficulties or hazards in advance to minimise risk of harm to children.

Children choose from a wide range of equipment and resources. These are presented in low level storage so children may access them independently. This fosters their self assurance and level of confidence. Toys are clean and in good condition, which makes them inviting for children to use.

Children enjoy looking at a wide range of books in the quiet corner. They sit on soft flooring to read story and factual books that ignite their interest and promote discussion. Children enjoy using this area during each session. If a child becomes tired, staff provide a pillow and soft

bedding for them to rest comfortably. However, there are no cushions or soft furnishings readily available in the quiet area for children's general use.

Children are protected from harm and neglect because the pre-school has robust procedures in place to safeguard their welfare. Staff have a clear understanding of their roles and responsibilities regarding child protection. This element of the provision is outlined in a comprehensive child protection policy that is shared with staff and parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They relate well to one another, sharing and cooperating well as they play. Younger children benefit from playing alongside older children because they are strong role models for them to follow. Older children demonstrate great sensitivity to the needs of the younger children. They are helpful and kind. This creates a relaxed and cheerful atmosphere where children are purposeful and busy.

The session follows a straightforward routine. This is displayed in a picture line which children use to understand what is going to happen next. This enables less confident or new children to feel more secure and involved in their time at pre-school. Each element of this routine works well because staff are flexible in their delivery to ensure they maintain the children's interest.

Nursery Education

The quality of teaching and learning is good. Children are progressing well towards the early learning goals. The curriculum is planned thoroughly to cover all aspects of the Foundation Stage. It links well with the system of recording and monitoring children's learning. Individual assessments are made from observing children's development. These clearly show what children are able to do, as well as planning their next steps of learning. These are then used when planning activities so that each child can access a curriculum that is relevant to their needs to allow them to progress at their own pace. This means that each child is appropriately challenged and has daily opportunity to extend their knowledge and skills.

Staff provide effective support for children's learning. All are knowledgeable and experienced so they understand how young children develop. They follow the children's lead so that they can explore and expand on what interests them. For example, at circle time children are talking about shapes. It is a well planned and relaxed opportunity for children and adults to explore the concept of shape together. When a child offers a pretend plate of baked beans to the staff member, she joins in with the role play before asking about the shape of the dish. Staff are kind and patient in their interaction with the children. They listen intently to what children say, which helps children feel confident about voicing their thoughts and ideas. They differentiate activities and discussion well to ensure they are the correct level for children's understanding.

Children develop their language skills through exciting and meaningful activities. For example, they talk about the sounds that fireworks might make, such as 'whizz', 'pop', and 'bang'. They enjoy books and stories, and demonstrate very good listening skills and comprehension of the stories they hear. Children use numbers throughout each session. They routinely count objects as they play, and do simple addition of bricks as they build. When filling two shoe boxes for 'Operation Christmas Child', they successfully match the objects for each box to make sure they are the same.

Children develop their creativity each session. They enjoy playing imaginatively with models or in role play. They have great fun doing a range of art and craft activities, such as making a bonfire collage. Children choose what resources to use, cutting and sticking pieces onto their own piece of work before proudly putting their pictures on the wall display.

Children's educational experiences are greatly enhanced because they enjoy a wide range of outings and visitors as part of their planned curriculum. For example, they have recently enjoyed a country walk, and an outing to pick pumpkins from a local farm. They also have visited the local fire station to learn about fire safety. These opportunities add exciting elements to the strong educational provision offered to each child who attends the pre-school.

Helping children make a positive contribution

The provision is good.

Children manage their own behaviour very well. They are calm and focussed on what they are doing. Staff have clear strategies to support children's behaviour. These are detailed in the setting's 'Golden Rules' and in the statement on behaviour management, so that all children, parents and staff have consistent knowledge and expectations. In addition, staff monitor the pre-school environment to ensure it fosters and supports positive behaviour.

Children with learning difficulties and/or disabilities are given strong support to enable them to learn and develop. Staff liaise fully with parents to ensure each child benefits from a consistent approach between home and pre-school. In addition, the setting seeks advice from outside agencies to ensure children are properly supported.

Children benefit from playing in the inclusive environment of the setting. There is a strong statement on equality of opportunity which is fully implemented by the staff. Children who speak languages other than English are given a high level of support to enable them to settle well and develop their language skills. All children have frequent opportunities to learn about other cultures and beliefs. For example, they play with toys and resources that are representative of our diverse society. This understanding is enhanced by following different topics and activities that are planned to develop their knowledge and thinking. For example, a group of children enjoy a Christmas story that tells of how the festival is celebrated around the world. They learn about cultures and beliefs of other people in a familiar context they understand. Children's spiritual, moral, social and cultural development is fostered.

Children benefit significantly from the friendly relationship that exists between their parents and the setting. Staff welcome parents into the pre-school at the beginning and end of each session to leave and collect their children. This is a happy and relaxed time where parents and staff can talk to one another about children's general well-being. Staff liaise fully with parents on all aspects of the provision. They seek their views through questionnaires and invite them to note their thoughts or points for consideration in a comments book. All parents are invited to attend management committee meetings to express their views or to find out how the pre-school operates. The pre-school foster strong relationships with the local community through getting involved in a number of local events. This helps children to learn about their surroundings and develop an understanding of the area they live in.

Partnership with parents with regard to the provision of nursery education is good. Parents are given information about the curriculum so that they know how children learn through play. Displays of photographs help show how children cover the different aspects of each area of learning. The pre-school also held an information evening on the Foundation Stage to provide

information for parents on the curriculum. Parents are asked to provide staff with useful information about their child, such as likes and dislikes, to enable them to settle well. They are not asked to provide information about children's ability in the areas of communication, language and literacy and physical development in order to provide an accurate starting point for measuring children's progress.

Parents are able to see their children's observations and assessments at any time to discuss their child's progress with staff. In addition, all parents are given the opportunity to have a planned appointment for such a meeting. Children extend their learning at home. Many children bring in items from home that begin with the letter sound of the week. Children can borrow books or story sacks from the pre-school library box, which enables them to share pre-school stories with their families. In addition, staff share children's planned individual next steps of learning with parents so they are able to support these at home.

Organisation

The organisation is good.

Children are properly cared for because the organisation of the pre-school is efficient. The setting is managed well by a committed of parents who represent the needs of families. They are conscientious in their roles, and keep up to date with all changes in relevant legislation and procedures to ensure the pre-school runs smoothly. When committees change, there is a smooth handover between members to preserve consistent management. This is supported by an induction handbook for committee members that clearly defines the roles effectively so all have a clear understanding of their responsibilities.

The provision is underpinned by a range of robust policies and procedures that are regularly updated and shared with all staff and parents. Documentation is accurate and properly stored to maintain confidentiality. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management are good. The pre-school leader efficiently oversees the delivery of nursery education to ensure it is successful. There is an organised induction plan for new staff to ensure they are properly trained in their role. The provision is properly reviewed through self assessment and evaluation of the curriculum delivery. The staff team work very well together to provide constant support and company for the children. They are all enthusiastic in their approach. This enables children to benefit significantly from being at the pre-school.

Improvements since the last inspection

At the previous inspection in 2004, the pre-school was asked to consider a number of recommendations regarding the provision of care and education. All have been fully addressed. Accidents and incidents are now consistently recorded in appropriate documentation. All records are properly stored to maintain confidentiality, and children's records are kept in a lockable filing box. Children can use a wide range of books in the quiet area, all of which are presented in child height storage. They learn about a wide range of cultures and beliefs through activities and topics. The metal bracket in the role play area, which was exposed during the previous inspection, has now been made safe.

In the provision of nursery education, the curriculum for all children is carefully planned and monitored to ensure that all aspects are covered. Assessment records show clearly identified next steps of learning for each child to enable them to progress at their own pace. Children

have daily opportunities to play on equipment that will help develop their large muscle movements, such as a slide and climbing frame. Children demonstrate good understanding of numbers and mathematical concept as they play. There are number displays around the room. In addition, staff encourage children to count and problem solve as they play. Finally, systems have been put in place so that parents are well informed about their children's learning. They have regular planned and spontaneous opportunities to discuss their children's records, and are given suitable information about the curriculum they follow.

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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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 children know where they can access drinking water during the session
- include soft furnishings in the quiet area to provide a more comfortable area where children may sit and rest if they wish

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):

- request further information from parents about children's development when they join the pre-school, with particular regard to communication, language and literacy, and physical 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