

Ide Pre School

Inspection report for early years provision

Unique Reference Number	EY272086
Inspection date	21 November 2007
Inspector	Brenda Joan Flewitt
Setting Address	c/o Ide Primary School, High Street, Ide, Exeter, EX2 9RN
Telephone number	07727112005
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Registered person	The Trustees of IDE Childcare Trust 1099449
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Ide Pre-school and Out-of-School Club have been run by the Ide Childcare Trust, a registered charity, since 2003. The groups are situated in a classroom in the grounds of the primary school in the village of Ide, near Exeter, Devon. They serve the village and nearby communities. The pre-school operates each weekday during term time from 09.15 to 15.15, which includes a lunch club from 11.45 to 12.45. There is a breakfast club from 08.00 to 09.00, and an after-school club from 15.30 to 18.00. A holiday club is offered in the longer school holidays. Children have access to the school playground and hall for some activities, and use the toilets in the main school building.

A maximum of 20 children may attend at any one time. There are currently 35 children on roll. Of these, 24 receive funding for early education. The setting supports children with learning difficulties and/or disabilities. There are six members of staff employed to work with children, most of whom have a level 3 early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted. They learn good procedures for their own personal hygiene which includes washing hands after using the toilet, and before handling food. Children are protected from the spread of infection through staff routine procedures. For example, staff use protective gloves when preparing food or changing nappies. Children's medication and accidents are well managed. Most staff have a current first aid certificate, resources are readily available and the relevant records are completed clearly.

Children enjoy a healthy lifestyle. They have daily opportunities for fresh air and exercise as they take part in activities in the school playground. For example, children manoeuvre wheeled vehicles skilfully avoiding objects and each other. Some children pedal tricycles confidently. They practise throwing, catching and rolling balls and hoops. The school hall and play park are used to provide large equipment such as climbing frames, slides and swings, which contribute towards children developing large muscle skills. Children learn to make healthy choices in what they eat and drink. They bring in a snack from home which usually consists of a piece of fruit. They select their named plate and help themselves to a drink of water or milk and sit at a designated snack table. After school, children are offered a biscuit and a drink on arrival and then options such as yogurt and toast later in the afternoon.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in safe and secure premises where hazards and risks are identified and minimised. Staff carry out and record regular risk assessments to make sure that the environment is safe for children to move around freely. The effective security arrangements mean that children are protected from uninvited visitors and cannot leave the school unsupervised. The space available is organised well so that children choose their activities safely and individual needs are met. For example, after lunch the quiet area is sectioned off with curtains, so that young children can have a nap to re-boost their energy for the afternoon activities. Children use the hand washing facilities independently because a step is provided to allow them to reach safely. Children use play provision and resources that are kept in good condition.

Children learn what is expected if they must leave the building in an emergency as they are involved in regular fire drills. The staff are clear about their roles and responsibilities and fire exits are clearly marked. This all helps to promote children's safety in a real situation. Children are kept safe on outings through staff routine procedures which include obtaining parental permission, increasing the adult-to-child ratio and making sure that first aid resources and contact numbers are readily available.

Staff have a clear understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. Supervisory staff have recently attended training to update their knowledge, and existing injuries are recorded as routine. This all helps to protect children from harm. However, the written policy does not reflect the most recent changes in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and secure. They enjoy their time at the pre-school and out-of-school club, making good relationships with staff and each other. Young children develop confidence in making their needs known, as they can be sure of a friendly response. Children are cared for in a welcoming environment where staff are interested in them and value them as individuals.

Children are involved in a wide variety of activities, both self-chosen and adult-led, that help them develop in all areas. They use a good range of play provision and resources which are well organised to allow children to select for themselves to extend their own play and learning. Staff use the Birth to three matters framework effectively to assess and plan for younger children's progress.

Children like to come back to the familiar room and people after their day at school when they attend the out-of-school club. They enjoy chatting to staff and each other about their day, or home life, as they relax into their chosen activities. Children can choose to be active or quiet and select from an extended range of toys, games and resources suitable to their age and stage of development.

Nursery Education.

The quality of teaching and learning is good. Overall, staff have a clear working knowledge of the Foundation Stage and use this to plan and implement a broad range of activities over the six areas of learning. Planning of activities is linked by topics and themes such as 'houses and homes', 'water', and 'cultures and religions'. The learning environment is arranged well to enable children to access a wide variety of resources and experiences on a daily basis. This encourages them to become independent learners. The outside area is used regularly to promote children's physical development and some aspects of understanding the world around them. Staff support children's progress by completing making regular observations of their achievements and completing detailed assessment records that include samples of work and photos. These are used to set targets and plan for each child's next step. Children receive positive interaction from staff which helps them think, recall and suggest ideas. Children are making good progress in their learning.

Children use language well to communicate. They are confident to initiate conversations with adults and each other, and often chat together about what they are doing. They learn that not all people use the same language. They regularly practise saying 'hello' at register time in various languages, which includes signing. Children respond well to various activities which encourage listening skills to promote their understanding of 'sounds and letters'. For example, a small group enjoy using rhythm sticks to tap different objects as they move around the playground, identifying when sounds are the same or different and what materials the objects are made from. They delight in thinking of rhyming words at story time, suggesting that 'stuck' and 'muck' sound like 'truck'. Children learn to recognise their written name through daily activities and some are forming recognisable letters as they write their names on their work.

Children explore a variety of materials and have daily opportunities to be creative and express their ideas. They use their imagination well as they act out real life and imaginative situations through role-play and when using small world toys. Children develop competence in using a computer, some skilfully move images on the screen using a mouse. They notice changes and use various tools and equipment through planned activities such as cooking. For example,

children help to make star and moon shaped biscuits, preparing and mixing ingredients using scales, knives, spoons, and their fingers to make 'breadcrumbs'. A child describes syrup as 'really sticky'.

Children use numbers for counting in routine daily activities, like counting how many children are present at register time. Some children transfer this to their play. For example, two children are heard to spontaneously count the number of 'insects' they find in the dry soil tray. However, children do not regularly solve practical problems or hear and use other mathematical language relating to position, shape and measure.

Helping children make a positive contribution

The provision is good.

Children are respected as individuals. Staff get to know children well through effective communication with parents and as they support their activities. Children with additional needs are well supported. The Special Educational Needs Coordinator liaises with parents, staff and outside agencies to ensure that all children are fully included. Children behave well. They respond positively to being given tasks of responsibility such as being 'helper of the day', and tidying away equipment. They know what is expected through familiar routine and explanations. They receive much praise and encouragement for their efforts and achievements, which helps boost their self-esteem.

Children develop a good sense of belonging and being part of a community. They like to see photos of themselves and their work displayed in the pre-school, and are made to feel special on their birthday. They receive a special sticker and their friends sing 'happy birthday' to them. Children become confident in being part of the school, as they are familiar with the surroundings. Children due to start school regularly visit the reception class to meet the teacher and take part in activities. Children develop a positive awareness about the wider world and people's differences through topic work and discussion, and as they take part in fund raising events such as 'Children in Need'. Children's social, moral, spiritual and cultural development is fostered.

Children benefit from the positive relationships established between staff and parents. There is good information supplied to parents about the setting by way of a comprehensive prospectus, regular newsletters and displays within the pre-school. Although staff and committee are aware of their responsibilities in responding to complaints from parents, the written complaints procedures do not reflect these.

Partnership with parents and carers is good. A 'Parents Assessment' form is completed on admission to help inform key workers of children's starting points in their learning. Parents are well informed about the curriculum and their child's progress. They receive regular reports and are invited to discuss the assessment records with their child's key worker. Parents are welcomed in to share their skills and knowledge, to help children learn about various aspects of the world around them. Parents have the opportunity of having an active voice in their child's care and education by being a member of the management committee.

Organisation

The organisation is good.

Children are cared for by well qualified staff who work well together as a team. They communicate effectively to provide smoothly run sessions where children know what to expect and, therefore, settle well. There are generally good staff recruitment procedures which include

applicants being submitted to vetting procedures to ascertain their suitability. However, the system does not seek full details of any health issues, to fully promote children's welfare. Staff carry out procedures outlined in policies to promote the safety and welfare of the children, although some of these are not fully updated to provide accurate information. The high number of staff working at any one time provides good support for children's activities and helps meet individual needs. All the required records are in place, well organised and completed clearly. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. There are some good systems in place to monitor the provision for nursery education. These include an ongoing self-assessment with examples of good practice and areas for development. Regular staff appraisals and frequent staff meetings help to identify staff development. Training is well supported, staff regularly attend courses to update their knowledge of various aspects of children's care and education. The strong links with the school aid children's smooth transition as they start in the reception class.

Improvements since the last inspection

The last care inspection recommended that risk assessments of all aspects of the provision are up-to-date, and that there is a system to ensure that any issues raised are addressed promptly.

Staff carry out regular risk assessments and any issues are raised with the committee straight away. This helps ensure that the environment is maintained in a suitable condition for children to play safely.

The last nursery education inspection recommended: that planning and assessment systems were developed to provide a balance across all areas of learning, with particular regard to maths and creativity; that children develop skills in self-chosen activities; and that a system for monitoring staff effectiveness was developed.

The mid-term planning identifies the various aspects in each area of learning and is used to ensure that each area is covered appropriately in the short term planning. Children have daily opportunities to take part in creative activities, and maths activities are planned on a regular basis. There is a good balance of self-chosen and adult-led activities which encourages children to make choices for themselves. The staff appraisal system helps to monitor staff effectiveness and identify strengths and areas for development.

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.

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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):

- review policies and procedures to reflect updated information, with particular regard to safeguarding children and complaints
- develop the staff recruitment procedures to include all aspects of suitability.

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):

- increase opportunities for children to hear and use mathematical language, and solve practical problems through daily activities
- develop outside activities to further promote all areas of learning.

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