

Charltons Pre-School

Inspection report for early years provision

Unique Reference Number	143108
Inspection date	08 October 2007
Inspector	Jan Healy
Setting Address	Charlton Mackrell Primary School, Bonfire Lane, Charlton Mackrell, Somerton, Somerset, TA11 7BN
Telephone number	07714494497
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Registered person	Charltons 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?

Charlton's Pre-school has been established for over 20 years and operates from a mobile classroom, situated within the grounds of Charlton Mackerell Primary School. Children have use of a main playroom, integral toilet facilities and the adjoining school grounds which include an enclosed decking area, playing field, hard standing playground and orchard area with static play equipment.

The groups catchment area covers the villages of Charlton Mackerell and Charlton Adam, and the surrounding region within an approximate radius of 10 miles.

This parent-committee run pre-school is registered to provide sessional care for 22 children aged between two and five years, and there are currently 27 on roll, with 20 receiving funding for nursery education. There are six members of staff employed, the majority of whom are qualified and experienced in early years child care and education.

Charlton's Pre-School cater for children with special educational needs and those with English as an additional language. The group also receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children's good health is a priority, therefore, the staff teach them about how to keep themselves free from germs and cross infection. They are encouraged to make use of the bathroom appropriately, leaving it as they would wish to find it. They have the advantage of liquid soap and individual paper towels. The children are taught about the importance of cleanliness and to wash their hands thoroughly, to prevent any germs from multiplying and spreading to their friends. Paper tissues are freely available in containers fitted to the wall and in boxes on various tables. The staff ensure the children understand the importance of disposing of the tissues after a single use and explain the necessity to cover their mouth when coughing. Parents are requested to keep the children at home if they are ill and there is plenty of written information about various illnesses for their perusal. Written parental permission is sought for the seeking of emergency medical treatment or advice, to help prevent a delay in the children from receiving the professional care they require. The staff keep up to date about the methods of first aid, attending regular training courses. Details about any accidents that occur are carefully recorded and the parents are informed, so they are kept aware of any injury to their child.

The children are taught to keep themselves physically healthy, through the eating of a nutritious and balanced diet. They plant various seeds and bulbs in the garden and decking area, watching them grow over time and incorporate them in baking activities and snack, for example, carrots and cress. The children, therefore, learn where food comes from and how food arrives on their plate. They enjoy their snack whilst sitting together with the staff joining them and initiating conversation. This not only aids the children to further their vocabulary, but is noticeable that the quieter, younger or more timid children, have the confidence to join in and to chat about events that are important to them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children enter a warm and welcoming environment, where they are greeted by the staff, who know them well. The staff prepare the playroom before the children's arrival, although the children are aware of the routine, so gather together for registration, before play. The playroom is bright and airy, with displays of colourful posters and children's artwork sensitively displayed, some at their physical height, so they are easily able to wallow in their success. However, they do not have a display board of their own, which they can use to mount their own work, which if in place, aids to further their independent skills and helps to enhance their self esteem. The playroom is well organised with areas separated for the children's benefit, such as the quiet area, where the children have the opportunity to select a range of books independently.

The setting is safe for the children's use, as the staff ensure the furniture and equipment are checked for any damage or breakage before use. The play materials are age appropriate and are suitable for the children's varying needs. Clean and safe materials are available, including natural items, such as shells and moss. The children have the benefit of making use of recyclable material, which they use to build models of their choice. A broad range of manufactured toys help to create a stimulating environment, particularly in the home corner, which is frequently changed to various businesses, including a post office and hairdressing shop.

The children are safe whilst in the care of the staff, as they take appropriate precautions to eliminate accidents, as regular risk assessments are in place. The premises are secure, with the locking of doors and windows, so unwanted visitors are unable to gain entry. Electrical cooking equipment remains out of the children's reach and sockets are covered to help prevent injury. The children do not have access to hot liquids or appliances. A floor covering is placed on the decking during wet weather, so the children do not slip or fall. Water trays are emptied after use and the children are supervised during this activity. When on outings, the children are provided with a safety vest, so they are seen clearly by any traffic.

The welfare and happiness of the children is a priority, therefore, the staff keep themselves up to date with regard to child protection issues, so they are able to follow the correct procedure in the event of witnessing a concern. The staff know the children in their care very well and are quickly able to notice a deterioration in their appearance or behaviour. This is shared with the designated person, who is strong and competent to seek professional help or advice.

Helping children achieve well and enjoy what they do

The provision is good.

The children are happy and content during their stay, as there is a warm and safe atmosphere. The staff are friendly and approachable, making it easy for the children to form positive relationships in a supportive environment. Racial harmony and respect is encouraged through the care the children receive and the resources available, which reflect diversity. Younger children are able to express their strong feelings, as the staff have concise knowledge about their growing development. The children are taught right from wrong, through a range of stories and role play, so they learn about acceptable behaviour.

Nursery Education

The quality of teaching and learning is good. The staff are committed to the children attaining or exceeding the early learning goals, therefore, they have taken accurate steps to become familiar with the Foundation Stage of learning. They plan a varied and interesting range of activities, which stimulate the children's wish to participate, with even the more quiet and younger children requesting to join in. All the children are included, no matter of their ability or age, as the play opportunities are adapted to suit all the needs of the children. The children are encouraged to think and to demonstrate what they know and understand, which effectively takes place during 'show and tell'. Challenging questions are posed by the staff, which encourages the children to extend the knowledge they have.

The children are making consistent progress in their personal, social and emotional development. Upon arrival, they are interested, excited and motivated to learn and greet their peers and staff enthusiastically. Their self confidence is building and they are learning to take turns on the trampoline. They sit quietly and maintain their concentration for short periods of time when interlocking a jigsaw. The children are developing an awareness of their own needs, for example, they take themselves to the bathroom when necessary, without the aid of a member of staff. The children work together harmoniously when playing in the hairdressers, with one child playing the role of a client and the other a hairdresser.

The children are making good progress in their communication, language and literacy. They chat with their peers and staff with confidence, both on a one to one level and within a small group. They enjoy bringing in items from home, such as swimming goggles and conkers and talking about their use. The staff aid the children to extend their vocabulary by the learning

and the understanding of new words, for instance, 'stethoscope'. During pretend play, they have access to writing material, including pens, pencils and a typewriter, which they use to write their letters, before taking to the post office. Books are stored within their easy grasp and they listen carefully to stories. It is advantageous, however, for the staff to develop story time, to include props, for instance, puppets and story sacs, which helps to further the children's love of literature and helps to extend their listening and concentration skills.

The children are making strong progress in their knowledge and understanding of the world. They have the benefit of making use of a broad range of technology, including a telephone, electronic toys and hairdryers. The children look closely at living things, for example, the stalks on radishes and the roots on potatoes. Magnifying glasses aid the children to look closely at slugs and snails, which they enjoy drawing. They have the opportunity to grow carrots, sunflowers and cress, as they have gardening facilities on the decking area. The children are learning about the passage of time, with the use of a clock, sand timers and by the ringing of a bell, to provide the children notice to complete their play before tidy up time.

The children are making extensive progress in their creative development. They enjoy listening to musical instruments from around the world, which they strum, shake and tap. They are given the freedom to create artwork of their choice, which they paint, print and have the use of brushes of various thicknesses. They explore colour, shape and texture and have the benefit of choosing man made as well as natural materials. When on trips around the local area, the children collect acorns, leaves, twigs and seed pods, which they use to make elaborate collages.

The children are making successful progress in their physical development. The children are learning to master the skill of using sellotape. They choose small equipment with care, including scissors, which they are using with increasing skill. They have the advantage of a decking area and garden, where they run, skip, hop and jump, which helps to enhance their fitness and stamina. During 'Wake and Shake', the children exercise and move with control and confidence, aiding their imagination and to respect their own and others' space.

The children are making effective progress in their mathematical skills. They enjoy singing a broad range of number rhymes and songs, including 'Five Little Ducks' and 'One, Two Buckle My Shoe'. The children recognise numerals from one to nine and are able to count much higher. They are developing methods to solve mathematical problems, for example, how many plates and cups they require for snack. They are able to recognise and to recreate simple patterns and look closely at the strips on tigers and the spots on leopards.

Helping children make a positive contribution

The provision is good.

The staff actively promote equality of opportunity and the children are cared for in an aura of serenity, where their confidence is extended and their self esteem is raised. The staff use language which is easily understood, whilst sensitively aiding the children to form new words and to understand their meaning. The children have the advantage, through a range of activities, to learn about similarities and differences, for example, dressing up clothes, a wide range of books and posters, which depict positive images of people from around the world.

Spiritual, moral, social and cultural development is fostered. The staff have strong knowledge about the needs of the children in their care, as they seek relevant information from the parents and conduct regular observations. This allows them to plan a suitable range of interesting and

diverse activities and play opportunities, that are appropriate to each of the children's level of development. Therefore, the children are able to make swift progress in their learning.

The provision exudes an aura of peace and comfort, where the children have the benefit of learning in the company of adults who clearly want the children to succeed. The staff are positive role models, which the children emulate, therefore, the behaviour between the children is good and they are respectful of each other. Acceptable behaviour is promoted, whilst unwanted behaviour is dealt with sensitively, so the children learn to change their behaviour, rather than to feel chastised.

Partnership with parents is good. Both the staff and the parents work together, resulting in a positive effect on the children's learning and development. The staff ease the children's transition from home to group, through a settling in period, in negotiation with the needs of the children. The parents are made welcome to help during the session, for example, a rota system for the clearing away after snack. There is a two-way flow of information, keeping each other up to date about any progress the children are making or about any concerns each has, so plans can be made to incorporate their needs within the activities on offer. The entrance hall contains an array of written information, including all the provisions policies, statements and procedures, and the parents have the opportunity to express their opinion if they wish to do so. Efforts are made to help the parents to understand the Foundation Stage, so they are better equipped to continue the children's learning at home. The children are eager to bring in items from home, which relate to the current topic and to loan books from the library, which they share with their parents.

Organisation

The organisation is good.

Leadership and management are good, with the leader managing the provision for the benefit of the children. She creates an effective and improving setting, where the children are content and happy to learn. There is a safe and feel good atmosphere, which the children absorb, and so learn successfully in a calm environment. The leader is committed to providing the children with quality resources, some of which she brings from home, such as spectacles, when aiding the children to learn the sounds of letters. She ensures the professional development of her staff, so there is continual improvement of their understanding of how young children learn. She maintains an appropriate skill base through the seeking of appropriate training courses, to ensure the care of the children is of strong quality. Successful teaching strategies are shared and are adapted by the other staff, whom are monitored, to ensure the children are receiving the care they deserve. The leader evaluates the provision on a daily basis, taking account the progress the children are making and evaluating the areas for improvement.

The setting meets the needs of the range of children for whom it provides. There is an attendance register in place, which contains the times of the children's arrival and departure, so they are accounted for in an emergency. The children's records are stored confidentially, to protect their personal details.

Improvements since the last inspection

At the last inspection, the staff were requested to ensure all records were readily available for inspection, which is now in place, so historical records can be checked. They were requested to develop an appraisal system, which is now in place and helps in the identification of further

training. They were requested to retain details of any medication administered with prior parental consent, which is now in place, to help protect the children's good health.

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):

- develop the children's independence by allowing them to display their own artwork and collages

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 story time to include props, such as puppets and story sacs

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