

# Ducklings Venterdon Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	102887
<b>Inspection date</b>	15 October 2007
<b>Inspector</b>	Christine Powlesland

<b>Setting Address</b>	Stoke Climsland Methodist Chapel, Venterdon, Stoke Climsland, Callington, Cornwall, PL17 8NY
<b>Telephone number</b>	07813 929171
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<b>Registered person</b>	Ducklings Venterdon Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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?

Ducklings Venterdon Pre-school opened in 1979. The pre-school is managed by a voluntary management committee, made up of parents of children at the pre-school. It operates from a modernised Methodist Chapel Hall in a small village near to the town of Callington. A maximum of 22 children may attend at any one time. The group is open five days a week from 09:00 to 12:45 term time only. The children have access to a nearby enclosed outdoor play area.

There are currently 27 children from two to under five years on roll. Of these, 19 children receive funding for nursery education. Children come from the local village, surrounding hamlets and farms.

The pre-school employs three staff, two of these hold appropriate early years qualifications. One staff member is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Good hygiene practices within the preschool help to protect children. Staff wear disposable gloves when changing nappies, to prevent cross infection, and use antibacterial spray to clean the tables before snack time. Children learn the importance of taking care of themselves as they wash their hands before eating and after using the toilet. Children's health is safeguarded by staff who hold current first-aid qualifications.

Children benefit from a healthy diet. Staff promote healthy eating well by offering children a variety of healthy foods at snack time, for example raisins, oranges, apples and banana. They have a choice of milk or water to drink. Details of children's allergies are obtained when they register, to ensure their dietary needs are met. Children bring packed lunches and staff encourage parents to provide healthy food in their children's lunch boxes. Children are encouraged to develop an understanding of their needs, for example they confidently help themselves to water from the dispenser throughout the day to keep themselves hydrated.

Children have good opportunities to engage in a variety of physical play experiences. They have daily opportunities for outdoor play in all weathers, the group having recently purchased waterproofs for all children, and engage in energetic play as they enjoy climbing, sliding, kicking and throwing. Children enjoy taking part in music and movement sessions, which are well organised by an enthusiastic staff who interact well with the children and encourage them all to participate.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a well organised environment, which is carefully planned by adults in order to maximise children's free movement and use of space. Children make their own play choices from the attractive variety of activities and equipment set out for when they arrive. These are in good condition and positioned appropriately at their height. Staff regularly rotate equipment from the large storage cupboard to ensure that children can access a wide variety of resources.

Children are cared for in a safe environment. Risk assessments are written for individual outings and checks are undertaken weekly to ensure the safety of the children. However, during the inspection a socket cover was not in place next to the water tray, which may be hazardous to children. Staff ensure the safe arrival and departure of children. The door is kept locked to protect children from intruders, with a member of staff opening the door to meet and greet families. Children are kept safe by staff, who are vigilant in their supervision of children and maintain high ratios of adults to children at all times. Detailed records of incidents are maintained, however, all accidents are not recorded or shared with parents, which may leave children at risk. Staff have a good knowledge of child protection issues and procedures, which would enable them to seek appropriate support for children if necessary.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children show high levels of confidence as they participate in a very good range of activities designed to promote learning and development. They settle quickly upon arrival, responding to the warm welcome they receive. They enjoy each other's company and play harmoniously together in mixed age groups. Children know the routines of the day well and are increasingly independent, putting on aprons as they self select activities such as painting. Staff use the Birth to three matters framework effectively to plan for young children's learning.

Nursery education.

The quality of teaching and learning is good. Children have a positive attitude to their learning, concentrating well and persisting with tasks. Children are making good progress towards all of the early learning goals. Staff have a secure knowledge and understanding of the Foundation Stage and of how children learn and develop. They use this knowledge to plan a broad and interesting range of activities in which children participate with enthusiasm. Staff adopt a flexible approach to the delivery of plans which allow children opportunities to express their interests, confident of adult support for their learning. Clear plans are set out linking activities to the areas of learning, however, these are not displayed where parents can see them clearly to continue the learning activities at home. Staff are consistent in their use of effective behaviour management strategies that encourage children to give of their best. Space and resources are well organised, and staff are effectively deployed to ensure that children access full support for their learning.

Children are eager and willing to learn. They play well together and have made friendships, two children helping each other programme the electronic bees and working out together how to direct them into specific areas. There is a good balance between adult directed and child initiated activities, allowing children to independently select and become engaged in their play. One child carefully uses scales to weigh conkers and acorns, persevering in getting the scales to balance. Children take responsibility, tidying away used plates and cups after snack time and helping to tidy the room when music is played. Children are fully aware of what is expected of them. They respond well in helping to keep themselves safe as they line up and hold a rope as they cross the road and go to the outdoor play area. Children are confident and approach staff readily. One child brings a tin of pegs to a staff member, who sits on the floor while the child clips the pegs to her hair. As the child does this the staff member encourages her to count and talk about the colour of the pegs. Children make good use of the readily available writing materials, drawing pictures and writing cards they then put into envelopes to send home. Children can recognise their names and this recognition is enhanced by effective teaching that encourages, for example, the ability to recognise and say the sound of the first letter. Children show confidence in their understanding of mathematical concepts. They count meaningfully and are increasingly able to recognise printed numerals as they complete the daily calendar. Children enjoy craft activities, developing small muscles as they roll and shape play dough and use scissors to cut out brick shapes they then glue on to a card house. Children participate in activities that develop their awareness of their own and other peoples' cultures. Their imaginations are allowed to flourish in well resourced role play areas, and they enjoy taking part in daily singing and moving to music activities.

## **Helping children make a positive contribution**

The provision is good.

Children are made to feel very welcome within the setting. They are greeted warmly upon arrival and their family lives and individual needs are well known to staff. Children have access to a range of resources to learn about the wider world, photographs show children enjoying dressing up in saris. They participate in a range of planned activities to enable them to learn about their local community, walking to the local post office to buy stamps and post letters. Staff are fully aware of the procedures to follow in order to support children with additional needs and to liaise with outside agencies if this is required. Children enjoy playing in a sensory tent festooned with lights, where they explore shiny paper, a rainmaker and a vibrating ball, etc.

Children enjoy the company of staff and each other. They develop confidence and self-esteem through the positive attitude shown to them by members of staff. They know the preschool rules, such as tidying away together when music is played. Children's behaviour is good as they are constantly occupied during their time in the preschool. Staff use appropriate strategies when necessary to encourage good behaviour. Children respond positively to the meaningful praise that staff regularly give. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is good. Parents are warmly welcomed as they are let into the building and they chat to the staff in the playroom to exchange information daily. They are involved in the group by helping on a rota basis. A parents' evening is held each term when they meet their child's key worker and look at files of their child's achievement. Good links are established between home and preschool through activities. For example, children take a teddy home and parents complete a diary about his time with them. This is a fun and valuable exercise that staff, parents and children enjoy, contributing to the continuity of care between home and preschool.

## **Organisation**

The organisation is satisfactory.

Children benefit from the staff's ability to provide a well-organised environment. Staff make effective use of time and space throughout the day to enable children to have access to a balanced range of stimulating, planned and free choice activities. This means that children have time to be active, relax and develop their own play. Recently updated policies and procedures underpin the smooth operation of the preschool, however, recording all accidents and the completion of a daily risk assessment need to be addressed.

The leadership and management of the group is good. There is a commitment to developing the preschool and the whole team is motivated to give of their best. Staff have appraisals to identify their strengths and weaknesses. They are encouraged to attend training to develop their childcare skills and obtain further qualifications. They have a range of qualifications in early years and use their skills to meet children's needs effectively. They work well together as a team, supporting each other in promoting children's well-being and enjoyment in the preschool. A key worker system is in place to ensure children's well-being is met on a daily basis. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the preschool was asked to ensure there were effective procedures in place for checking that staff were vetted, that all policies were readily accessible to parents and that the child protection policy includes the procedure to follow if an allegation is made against a member of staff. These policies have been updated as required and the improvements provide a better standard of care for the children.

The preschool was also required to ensure fresh drinking water was available for children to access freely and they have provided a water dispenser in the playroom, which children can access at all times to prevent them becoming dehydrated.

At the last nursery education inspection the key issues raised were to develop staff's knowledge and understanding of the early learning goals and to include and follow these in the daily planning and to use every day free play activities to include learning intentions to help children develop. They were also asked to use assessment to direct future planning and they were to consider the grouping of the children and routines of the morning to maximise learning opportunities.

A new staff team is now in place and they have a clear understanding of the early learning goals. They use these in the daily planning, helping children develop through teaching them individually and in small groups during free play activities. Assessment now directs planning and the routines of the preschool now maximise learning opportunities for the children. Addressing these key issues has improved the outcomes for children and helps them make progress in their learning.

### **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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### **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):

- conduct a daily risk assessment to ensure the premises are safe, in particular make sure that socket covers are always in place

- ensure a record is kept of all accidents that occur, and parents sign to acknowledge these.

### **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):

- ensure planning is easily accessible for parents to share on a daily basis.

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](http://www.ofsted.gov.uk)