

# Little Cuckoos Pre School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 161999   |
| <b>Inspection date</b>         | 15 October 2007                                      |
| <b>Inspector</b>               | Paul Martin Kitchen                                  |
| <b>Setting Address</b>         | Lyes Green, Corsley, Warminster, Wiltshire, BA12 7QH |
| <b>Telephone number</b>        | 01373 832298   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Little Cuckoos Pre School                            |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | Full day 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 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?

Little Cuckoos Pre School opened in 1986. It operates from one room in purpose built premises in the grounds of the now closed Corsley Primary School, Corsley, Warminster. A maximum of 24 may attend the pre-school at any one time. The pre-school is open from 09.00 to 15.00 Monday, Wednesday and Friday, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from two to four years on roll. Of these, nine are funded for early education. Children come from the village and surrounding rural area. The pre-school supports children who have a learning difficulties and or disabilities and children who speak English as an additional language.

The pre-school employs four staff. Two have early years qualifications and two staff are currently on training programmes. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children play in a clean and hygienic environment where they learn the importance of protecting themselves from infection. Staff ensure they wash their hands before eating and after the toilet with liquid soap and paper towels. This effectively protects them from the risk of infection. The first aid kit contents are correct and checked regularly by staff. The setting has well implemented systems to record accidents and the administration of medication and all necessary parental consents are in place.

Children benefit from healthy and nutritious snacks provided by parents and stored appropriately in the kitchen. Milk or water is provided at morning snack time and lunch for children. Throughout the day children access fresh drinking water in their own labelled bottles.

Children enjoy daily exercise in the outdoor play area, where they have the opportunity to extend their strength and build muscles, through running, climbing, skipping and balancing. They show respect for the physical boundaries of the setting and they are well co-ordinated. Children use one handed tools with confidence, digging and filling containers with sand.

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

The provision is good.

Staff provide children with a warm and friendly welcome upon arrival, making them feel secure. Colourful wall displays adorn the playroom and examples of children's art work are placed on tables for parents to peruse. Play rooms are set up for children to meet friends and play with the toys as they start the day. Staff manage the space effectively so that children can move around safely. Outside there is a well resourced play ground with hard and soft surfaces for all seasons.

There is a good range of toys and equipment for children to play and eat together. There are, for example, child-sized tables and chairs where children talk and eat together, dressing up clothes for role play, home corner for socialising and a computer for mouse and keyboard skills. Equipment and resources are suitable and age-appropriate. All toys and equipment are well maintained and hygienic.

Staff keep a record of visitors, so they are aware of the adults who are on the premises, to ensure children remain safe. An emergency fire evacuation plan is in place, which children practise, so they are able to leave the premises swiftly and safely. Play rooms and the outdoor area are risk assessed ensuring any risks to children are carefully measured and actioned.

Staff protect children's welfare by their effective knowledge and understanding about safeguarding procedures. They are aware of the indicators of abuse and neglect and ensure children remain safe and free from harm. Parents are aware that staff have a duty to refer concerns and work in partnership with parents to provide the help and support that may be required.

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

The provision is good.

Staff and children share a warm relationship and are polite and respectful to each other. Children are confident in approaching staff, talking to them about events that are happening at home such as the new cows that have arrived. Staff sit at children's level, making eye contact with them, showing that they are interested in what children have to say. Children's imagination is encouraged when they make up games, for example, with dressing up clothes. Staff encourage children to engage in challenging activities such as threading materials through card. This helps children's self esteem and confidence. Children are beginning to be aware of the effect their behaviour has on others and staff help in their understanding of right and wrong, by providing clear explanations. Parents are encouraged to sit with their children, if necessary, at the start of the day, to ensure they settle well and are happy about the separation.

Nursery Education.

The quality of the teaching and learning is good. The manager and staff carry out their responsibilities with great care and attention. They receive teacher and local authority feedback and further training to ensure the pre-school maintains an effective skill level to care for and educate the children. Children are making steady progress through the stepping stones, towards the early learning goals. This is due to staff's knowledgeable understanding of the Foundation Stage. Planning is comprehensive. Written activity plans indicate that children are offered a range of activities across all areas of learning. Detailed planning for focussed activities ensures clear learning intentions are identified for children. Observation and assessment are used by staff as a means to identify children's progress and achievements, including the next steps in their learning. Parents, however, do not sign and acknowledge they have seen their child's record. Therefore there is no clear indication in the file that parents have seen a record of progress. Staff use open questions to effectively promote children's thinking and resources are generally well used. The staff use a good range of teaching methods and have a clear understanding of how children learn and progress.

Children concentrate well for short periods, such as when staff call the register or at circle time. They are developing their imagination, for example, as they create games with toy cars. Older children are well able to share their likes and dislikes, such as when they show their objection to coming in from outside play. Children listen and speak correctly in small groups. Younger children are helped by staff to speak clearly such as responding to their name in small groups. Children hold a pencil correctly and older children are able to successfully name their own work. They identify their name at snack time and attempt to find their coat hook. Children listen to stories with joy, joining in with the ending. They access their favourite books with pleasure, handling them correctly. Children are proficient with number activities such as counting up to 10 when asked. Younger children attempt to count and are encouraged by staff. Older children recognise numbers and count spontaneously. Children learn about shape and measurement when weighing materials in the sand tray. They show curiosity and interest when exploring their environment. They correctly describe the weather, month and day when asked in small groups. They learn about body parts and how different parts function. Children develop the use of computer skills, such as mouse control and keyboard skills, and older children can follow a program. Children explore colour when painting and older children can name primary colours. They make three dimensional structures with cardboard and junk materials.

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

The provision is good.

Staff value children and ensure they are free from discrimination, by ensuring all children join in with all the activities available. Staff listen carefully to what children have to say, helping them feel good about themselves. A good range of resources reflect diversity such as posters, books and activities. Staff seek information from parents, during the application stage, to ensure they are able to provide for children's individual needs, and keep records up to date. Staff have knowledge of the needs of children in their care as they know the children well. Therefore, they are able to recognise changes or concerns, which they share with parents. Staff adapt activities so all children are able to take part, which may involve children having an individual staff member. Children behave well. They benefit from staff's effective management of their behaviour. Children's desirable behaviour is encouraged by staff praising and reinforcing their conduct. A badge rewards good behaviour. Children are learning to share and negotiate, particularly in the outdoor area when using equipment.

Parents are provided with a good range of information, which keeps them informed about the provision. This includes newsletters and information in the waiting area of the pre-school. There is a comprehensive written complaints policy and procedure available to parents. However, this does not comply with the revision to the National Standards 2005, such as access to the complaints record. The consequences of this is that parents would not be able to make an informed choice about the pre-school without this information. In addition the address of the regulator is incorrect.

Spiritual, moral, social and cultural development is fostered. Partnership with parents is good. Parents are well informed about their child's progress and achievements. They are encouraged to be involved in their child's learning such as helping out on the rota or reading stories at home. Staff are described as always available and helpful, particularly at hand over time when they are at their busiest.

## **Organisation**

The organisation is good.

The staff group are all suitable and hold qualifications in early childhood studies. They all have the relevant experience to provide the consistent care as required. Children's welfare is paramount and staff have put into place effective procedures to protect children from adults who are not vetted. Play rooms are organised to maximise space and resources and staff are well deployed. Sufficient staff are qualified in first aid and in the event of an accident can attend to children effectively. Records and documents are stored securely, kept confidential and available for inspection.

Leadership and management is good. Staff work well with advisory teachers and the local authority advisors to constantly review the care and learning in respect of the effective transfer to school. All staff work effectively as a team. They give each other feedback to constantly review the service. Strengths and weaknesses are identified by staff which are discussed at team meetings. The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to develop procedures to keep parents informed about the pre-school and their child's progress. Parents now have a wide range of

information including newsletters and individual meetings with their key worker to learn about their child's progress. The outcome of this is that parents are fully informed about their children's learning and progress and can support that learning at home. The pre-school were asked to maintain a daily record of the hours of attendance. This record is now maintained. Lastly, the staff were asked to request written permission from parents for seeking emergency advice or treatment. This is now available in every child's file record. The consequence of this is that, should a medical emergency arise, parents have fully consented and agreed for staff to act appropriately.

At the last education inspection the provider was asked to involve older children in problem solving activities. Children now experience these activities regularly throughout their day. The outcome of this is that children are regularly challenged and stretched in their learning. The pre-school were asked to develop model making/construction activities. Children now take part in activities such as the building of structures from scrap materials. This activity helps children in their creativity. Lastly the pre-school were asked to monitor and evaluate the nursery education. This process is helped by the regular input from the early years teachers who observe the teaching and learning and suggest ways that staff could improve their practice. These efforts all contribute to children's overall progress in their learning whilst at pre-school.

### **Complaints since the last inspection**

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.

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 QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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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):

- ensure the complaints procedure complies with the revision to the National Standards 2005, and that the address of the regulator is correct

#### **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 parents sign and acknowledge their children's record of achievement.

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)