

# Great Tey Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	402130
<b>Inspection date</b>	11 October 2007
<b>Inspector</b>	Lynn Amelia Hartigan
<b>Setting Address</b>	The Village Hall, Chappel Road, Great Tey, Colchester, Essex, CO6 1AE
<b>Telephone number</b>	07712967081
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<b>Registered person</b>	Great Tey Pre-School Committee
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Great Tey Pre-School is managed by a committee and a manager. It opened in 1972 and operates from two rooms within the village hall in the semi-rural village of Great Tey. The pre-school is open five days a week during term time. Morning sessions are from 09.15 until 12.15.

There are currently 31 children aged from two years to under five years on roll. Of these, 26 receive funding for early years education. The setting supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language.

The pre-school currently employs nine members of staff, of these, four hold appropriate early years qualifications and two are working towards an early years qualification. The setting receives support from the local authority. The setting received the Investors in People award in 2006.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted well because staff follow sound and consistent procedures. Children stay healthy as they are encouraged and praised when using the bathroom. Children are not able to go to the toilet independently due to the layout of the hall, however staff manage this well and are always at hand to assist. Children are offered liquid soap or anti-bacterial gel before snack. A satisfactory nappy changing procedure is in place and ensures the children are protected from cross-infection.

Children learn about a healthy lifestyle and how to care for themselves as the staff have a good understanding of how to promote good health in children. For example, offering tissues for runny noses. Tables are wiped with anti-bacterial spray before snack and lunch. Children have worked on projects about 'Food' and 'Being Healthy' and staff have encouraged them to think about their own personal hygiene, safety issues to protect them and about nutritious meals, within these activities.

Children's accidents are minimised as staff carry out risk assessments and most members of staff hold a first aid certificate. Children are protected and appropriately cared for if they have an accident as a first aid box is readily available and accident and medication books are in place and maintained. Children's health is safeguarded as effective strategies to promote this, such as sickness and illness policies are in place and available to parents.

Children are offered a healthy diet as healthy snacks and drinks are encouraged, such as cheese, crackers, vegetables and fruit. The pre-school have been awarded the National Health Service (NHS) snack attack award. Parents are informed regarding snacks provided as a daily menu is displayed within the waiting area. Children's snacks are nutritious and have taken into account their dietary and religious requirements as the staff have good communication with parents and these details are recorded within their personal records. Children are able to access a drink of water throughout the session as a water jug and cups are readily available, however the jugs are large and heavy and it is difficult for a small child to pour a drink independently.

Children thoroughly enjoy using the secure outdoor play area. They have fun using the wooden play house, large sunken sand tray, stilts and balls. The pre-school also have use of a large second room and children enjoy using the ride-on toys here, large balls for throwing and catching and music and movement. Children are able to dress themselves and make decisions about what to wear as they enjoy the dressing up. Some children talk about the weather and what are appropriate clothes to wear and the effect of the weather on their bodies. Children move around indoors carefully as the room is set out well. Opportunities for small motor development such as mark making, dough, dressing up, cutting is readily available and most children are good at these activities.

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

The provision is good.

Children are cared for in a warm welcoming environment that is safe and well maintained. They play in a welcoming, bright, clean environment as staff ensure some posters are displayed around the hall. There are defined areas such as the book corner, imaginative play, creative and messy play areas. Children are kept safe as the staff use a visitors book, a secure front door

and a good procedure during delivery and collection of children ensures the premises are secure. Children self-register with their parents and parents sign them in. Staff record their attendance on entering the main playroom.

Children are able to use appropriate equipment and resources as these are in place, selected by staff. There is a good selection of resources that are well maintained. A selection of craft materials such as pencils, glue, scissors and papers are easily accessible within storage boxes that children can easily access at any time. Children play safely in premises that meet all requirements as staff ensure the premises are risk assessed regularly and that fire drills are practised. Children's well-being is safeguarded as staff are aware of their responsibilities towards child protection. Training around safeguarding children is regularly attended. A detailed child protection policy is in place that underpins the group's practice.

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

The provision is good.

Children are busy, play happily and are enthusiastic as the sessions are varied and help them have fun and make progress in their development. They have formed warm relationships with the staff who interact well with the children and are intuitive of their needs. Activities are theme based and the children are currently learning about different foods. They have great fun tasting different foods from around the world, playing in the Café or cutting vegetables and printing with them. They make bread rolls and proudly take them home for their family.

Children are encouraged to initiate their own play. Well-supported adult-led activities are also offered during the session. Younger children are managed well as some staff have received training on how to support and develop the under threes. However the structure of the latter part of the session does not always take into account the children's individual needs. For example, story and singing times are sometimes too long and some children cannot concentrate.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a basic knowledge of the Foundation Stage and how children learn. Children are sufficiently confident, busy and eager to learn. They concentrate well on most tasks and activities and have satisfactory levels of independence, curiosity and concentration. Overall children make sound progress in most areas of learning. However, children could be offered more opportunities within their play to develop their mathematical understanding and literacy, some children are not always sufficiently challenged.

Some good quality resources such as dressing up, home corner and a cafe are available to support the children's creativity and imagination. Children's listening skills are developing as planned activities such as, some interactive stories and singing sessions are offered. Children show some interest in the book corner, which is cosy and well stocked. Some are beginning to understand that the text has meaning. They share and enjoy stories together and staff are on hand to read to the children when requested.

Children are able to explore and problem solve as some imaginative toys such as a garage, train set, and dolls house are available. Children are keen to use the computer supported by a member of the staff. A sensory area within the garden and fibre optic play mats fascinate the children and encourage them to think how things work. Children learn to recognise their name when self-registering. Some children make good efforts at writing their names on their art work and

when free drawing. Children's learning with regard to different cultures and religions is developing. Acknowledgement of different cultural festivals and traditional days are included within the plans and celebrated. This promotes children's learning and respect for others and their beliefs.

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

The provision is good.

Staff are effective in helping children make a positive contribution. Children's individual needs are met as the staff communicate and work closely with the parents on a daily basis. Parents comment that they are able to approach staff at any time to discuss any issues. Children are able to access some good resources that are in place such as dolls and small world figures that depict the elderly and ethnic families. Some puzzles and a selection of books and posters are also available, these reflect a diverse community and help children learn and understand about individuality. Children learn about traditional days such as Mothers Day, birthdays and festivals such as Chinese New Year, Diwali, Rosh Hashanah and Christmas as these are included within the curriculum planning. Children are also able to learn about diversity through project work, for example, recently completing a theme of 'Around the World'.

Children are excited when preparing for a harvest lunch, they make invitations for their families and are cooking home made soup and bread. A small charge is made for each family and the funds are then donated to charity. Children are excited and are pleased that they are helping others less fortunate than themselves.

All children's needs are supported well as the staff follow their written policy regarding special needs. The pre-school is fully supported by the local Special Educational Needs Coordinator (SENCO) and find her visits very useful and supportive. Staff are very proactive to ensure that they are fully informed regarding any child's individual needs, for example, close communication with the family, area SENCO and any other agencies involved with the child. Appropriate resources and equipment is in place to support all the children's individual needs. The hall is organised to ensure inclusion.

Children respond well to the staff's expectations of behaviour and the adults are good role models. Children develop self-esteem and respect for others by learning social skills for example, sharing the plate of fruit at snack time and taking turns when using the equipment. Staff in turn give praise and encouragement. Children have formed friendships and cooperate well with each other. Children are beginning to understand the consequences of their actions as staff give clear explanations.

Children receive good care and are supported well as the staff ensure the parents are informed regarding their day at pre-school, this is achieved by a parents notice board, newsletters from both the pre-school and committee. Parental consents are in place. Parents are able to arrange appointments with their child's key worker to discuss their child's development. Parents speak positively about all aspects of the pre-school. A compliments and suggestion box is available to parents. An accurate complaints policy is now also in place.

Quality of nursery education and how well it involves parents and carers is satisfactory. Parents are provided with some information about aspects of the setting. Early learning goals, stepping stones and the 'Birth to three matters' framework are available through the prospectus or displayed for parents. Weekly plans are pinned to a notice board and photos are displayed on a large board so that parents can see their children at play. Some links to support the children's

learning are in place with regard to the home and pre-school. For example, the terms 'project', 'colour', 'number' and 'phonics' are detailed within the termly newsletter and occasionally children are asked to bring a relevant toy or object relating to the week's theme.

Parents are kept informed about their child's progress verbally by staff on a daily basis; parents are encouraged to look at records and regular interviews are made with the child's key worker along with an annual open day for parents.

Social, moral, spiritual and cultural development is fostered. Children are settled well, content and comfortable with each other and the staff. Children are beginning to learn about other countries and people's beliefs through festivals and project work. Children help to raise funds for charity and people less fortunate than themselves. Children know the difference from right and wrong and their behaviour is good as the staff are good role models and clearly respect the children's individuality.

## **Organisation**

The organisation is satisfactory.

Pre-school children are cared for by caring staff who offer consistency and stability. Most staff are qualified, whilst others are currently training. Satisfactory procedures are in place with regard to recruitment and vetting. Some policies need reviewing to ensure they are up to date with current practice. Attention is given to the deployment of staff at all sessions and it is evident that staff are fully aware of their roles and what is expected of them; they clearly support one another and this contributes to the smooth running of most of the session. All staff demonstrate a good standard of professionalism and are friendly and approachable. Maintained attendance records are in place detailing the arrival and departure of the children.

Leadership and management is satisfactory. The manager is committed to the pre-school and is striving to make changes that will have a positive impact on the children. Staff training is a priority and positively encouraged. All staff are offered training whenever possible to ensure their own personal development. The manager is very hands-on but also delegates responsibilities to all staff who demonstrate they can work independently and are aware of their roles and responsibilities. As a result children are cared for within sessions that run mostly smoothly and by caring staff. The manager endeavours to develop links with the local primary schools and invites visitors into the pre-school. The manager is able to identify the setting's strengths and weaknesses and prioritises areas for improvement so that a good standard of care and education is offered to the children. The pre-school was awarded the 'Investors in People' award in 2006.

Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider was asked to submit an action plan detailing how the person in charge would achieve a Level 3 qualification. The manager has since stepped down as the manager and a new manager with appropriate qualifications is in post. The provider was also asked to review and update the complaints policy. An accurate policy is now in place. The provider was also asked to make effective use of the space available, this includes the indoor and outdoor play space to support the children's learning in all areas. Children are able to use the outdoor play area more frequently and the garden has been developed to provide more learning opportunities for the children. This includes a large wooden sand tray and play house

and a sensory area. Activities are also provided within the garden. The indoor play space is mainly used effectively.

### **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 complaint 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 satisfactory.

### **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 all policies and procedures are reviewed and updated regularly and that Ofsted are informed of any changes to management or committee.

#### **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):

- provide more opportunities and experiences for children to develop their mathematical, communication, language and literacy development
- review the organisation of sessions to ensure children are fully engaged in an activity at all times (this refers mainly to story and singing time and end of session).

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)