

Morley Under Fives Pre School

Inspection report for early years provision

Unique Reference Number	254178
Inspection date	12 December 2007
Inspector	Anne Walker
Setting Address	Deopham Road, Morley St. Botolph, Wymondham, Norfolk, NR18 9TS
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Registered person	The Trustees of Morley Under Fives Pre School
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 outstanding.

WHAT SORT OF SETTING IS IT?

Morley Under Fives Pre-school and Out of School Club opened in 2001. It operates from a mobile classroom in the grounds of Morley Primary School in the village of Morley, near Wymondham, Norfolk. A maximum of 17 children may attend the pre-school at any one time. The pre-school opens each weekday. Sessions are 09:00 to 11:30 Monday to Friday and 12:30 to 15:00 Monday and Thursday. Children have the option of a lunch club every Monday, Thursday and Friday that operates 11:30 to 12:30. The out of school club runs from 07:40 until 8:40 and from 15.15 until 18:15 Monday to Friday. The setting is open during school term times only. All children share access to a secure enclosed outdoor play area.

There are currently 116 children on roll for the pre-school and out of school care. Of these, 10 children receive funding for early education. Children come from the village and surrounding areas. The setting currently supports children with disabilities.

The setting employs six members of staff. Of these, five hold appropriate early years qualifications and the remaining member of staff is shortly to begin working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted through good hygiene procedures within the setting. Tables are cleaned before the children eat and food is stored and prepared appropriately. The children learn how to care for themselves through everyday routines which are consistently applied. In the pre-school and the out of school care, children are reminded of the importance of washing their hands properly before eating and after using the toilet and staff are always vigilant if young children need reminding. During cooking activities adults talk with them about good hygiene measures so that they learn how to prepare food safely. There are sufficient staff on site each day that hold a current first aid certificate and have the necessary skills to manage any accidents that occur. Clear records are kept of any such events and medication that is administered on the premises. Good procedures are in place to support children with specific medical needs. The setting provides clear information for parents to enable them to work cooperatively with the setting to minimise the spread of infections.

The setting provides healthy breakfasts and snacks. Very good regard is given to encouraging children to eat a varied range of snacks that include daily portions of fruit and vegetables as well as a balanced carbohydrate. Breakfast cereals are wholegrain and children can have eggs with wholemeal toast. Adults take opportunities with the school age children to discuss what makes a particular part of food good for them such as the roughage in the skins of the jacket potatoes served for snack. New foods are gradually introduced and children are happy to try new tastes and comment on them, which fosters their awareness of eating well to look after themselves. The setting provides water and milk for children to drink. They work with the school to promote the importance of a regular intake of water. All the children bring their own water bottle from home and drink from it throughout the session when they wish, as they do in school. Individual dietary needs are known and addressed effectively. Pre-school children bring a packed lunch. Parents are encouraged to follow the settings good practice and guidance is displayed with suggestions of different foods they might include.

Children have daily opportunities to be outdoors in the fresh air and experience the seasons. Use is made of the varied resources including a covered area adjacent to the building, school apparatus and the community woodland next to the school site. Suitable regard is given to providing children with physical challenges appropriate to their age and developmental level. Pre-school children also enjoy active stories outdoors that encourage them to use their whole bodies to express themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Sessions are well staffed and adults deploy themselves across the setting, including monitoring simultaneous indoor and outdoor play. The building is organised so that children can move safely and access their play with relative ease, with checks carried out daily to ensure that hazards are removed. These things minimise the risk of children having accidents. The security of the building is less consistently applied because the door is not always locked during sessions. The outside area is secure for younger children and staff are vigilant and suitably deployed at all times. However, there is potential risk for children to leave unnoticed, or unwanted people to gain access. Children take part in regular fire drills so that they are able to contribute to their own safety if such an event were to occur. Suitable strategies are in place to book children

into the breakfast and after school sessions so that staff know who they are expecting to care for. Parents and the school work cooperatively with them to ensure children's safety in this area. Children under eight are collected from school even though the club is on the same site.

Attention is paid to using the limited space wisely, ensuring that children have independent access to play materials without compromising their safety. Risk assessments have regard to this and staff and children tidy frequently. Equipment and toys are age appropriate and in good order.

Children's welfare is safeguarded as the staff looking after them have a suitable understanding of their child protection responsibilities. They know how children can be harmed and who to share concerns with if necessary. There are clear procedures to record accidents within the setting and those that happen elsewhere. Although parents sign accident records they are not asked to sign the record made of significant injuries children arrive with. This could impact on investigations should the information need to be shared outside the setting. The child protection policy is generally clear. Procedures to be followed where an allegation is made whilst a child is in their care, do not follow current guidance and may compromise any enquiries. Parents are generally well informed about the settings responsibilities so that they can work cooperatively with them to keep children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children arriving at any of the sessions find an environment that is ready to receive them and a consistent staff team that they know well. This ensures children of all ages settle quickly and are keen to find their friends and settle down to activities. All the children know where things are kept and are confident to help themselves to additional play materials they enjoy but which may not be on display.

The daily routines are very relevant to each session and are adapted as needed. Pre-school children come together very briefly to talk about what is out and discuss if there is anything they would wish to change. They have a sociable snack time where they sit together to share food and learn the social customs this involves, as well as plenty of time to explore the play materials. Older children, who have been in school all day, are provided with a snack shortly after their arrival. They chat about their day then go outside to play actively before coming indoors to participate in a variety of activities that they enjoy. Groups of children play cooperatively at suitable computer games without adult support. They enjoy craft, baking and games on a regular basis.

Nursery Education.

The quality of teaching and learning is outstanding. The pre-school staff have an excellent understanding of the Curriculum guidance for the foundation stage, together with a clear ethos about empowering children to be independent thinkers and learners. Children make excellent progress towards the early learning goals. They understand the link between planning and assessment and base all planning on the identified next steps for each child. They use resources that individual children enjoy as a means to motivate and enthuse them. Additionally, they are confident to amend their planning as things arise or if they feel that further learning opportunities can be taken. Interesting changes in the weather or special events in a child's life may lead to spontaneous amendments to planning. A subject which particularly inspires children will be extended until they are ready to move on to other things.

Children benefit from the staffs' confidence as practitioners who know when to observe and at what stage it is relevant to step in and encourage further learning. A child playing with the farm spends time grouping figures, then forms them into a procession and begins to count them. She is absorbed and an adult only steps in at an appropriate point to extend her mathematical knowledge. They work with her to exceed the number she confidently counts to independently, introducing the concept of adding one more. The child continues with her chosen task and shows high levels of commitment. Children show great interest in books and share these with adults and on their own. Stories are presented in a variety of ways and situations including enjoying pictures in a book as a group, acting out the sequence of a story outdoors amongst the trees or telling the story of 'Goldilocks' as a group using clapping rhythms and interesting sounds. There are regular activities that promote children's ability to discriminate sounds as precursor to them learning to read. They are keen mark makers and older children begin to form letters and show understanding of writing for a purpose.

The session is well organised so that time is used effectively and children have time to explore their own areas of interests indoors and outside. They have large and small group sessions of suitable duration that have clear purpose and are well executed so that children are always highly involved and motivated. They form very good relationships with their carers and are enthused by the adults. This may be for exploring the seasons in the community woodland, or investigating under logs to see what insects live there. Children are willing to share thoughts or ideas in response to questions posed by adults. Questioning is also used to encourage them to think about and explain why something may happen or how something would feel. This may relate to the natural world or to them as human beings, so that their use of language to communicate is fostered very well.

Children's assessments are tracked across the six areas of learning. They are organised in a way that enables the practitioners to easily identify where learning has taken place or where additional support may be needed. They use various methods to record their progress including written observations, photographs and examples of their work. A short time after the photographs have been included, an adult will spend time talking with the child about what the child felt they were doing when the picture was taken. The child's words are recorded below the picture and can provide a useful observation about their language skills.

Helping children make a positive contribution

The provision is good.

Good information is gathered at the outset so that children's individual needs are known. Positive relationships are quickly established with parents and carers and staff take an interest in the whole family so that they come to know the children well. They use what they know in their interactions with them so that children are valued and their confidence and self-esteem are promoted. Children of all ages are comfortable to ask for things or suggest what they want to do and know they will be listened to. They have a sense of belonging to the pre-school and out of school communities. Suitable strategies are in place to support children with disabilities. Children with additional needs are included in the sessions alongside their peers. Staff are pro-active in working with parents and the child and review agreements frequently so that measures to address children's ongoing needs are pertinent.

Positive behaviour strategies, relevant to children's level of development, are used to help children manage their own emotions and learn to get along cooperatively with their peers and carers. Staff work well as a team to reflect the settings policy so that children receive consistent messages. Older children have devised agreed behaviour rules so that they have a sense of

responsibility for themselves and each other. All children are consulted and listened to which means they have a sense of empowerment and ability to influence their environment. There is a good range of equipment and play materials that reflect positive images of diversity. This helps children develop respect for peoples similarities and differences. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. The staff have a strong sense of the importance of working closely with parents to influence the best outcomes for young children's learning and development. The open days, held before children start at the setting, are used to explain the curriculum and demonstrate how it is taught through play. Value is placed on getting to know that child and their family as quickly as possible. This is because their planning is based on interests and motivations that arise from the child. Assessments are regularly shared with parents and are recorded so that they clearly show parents what the child has achieved and how the setting plans to support their next steps. It enables parents to input into this process frequently if they wish. Open and trusting relationships are quickly established so that any concerns, however minor, are exchanged and steps agreed so that they do not escalate and become a stumbling block to children's confidence and motivation to learn. Parents describe an impressive keenness to work with the setting as they understand their important role to influence their child's development and learning.

Organisation

The organisation is good.

There are suitably robust employment strategies in place that ensure that staff working with children and the committee, have submitted to checks to ensure they are appropriate people to care for children. The committee and manager work effectively together ensuring staff skills are assessed through appraisals and training is accessed in order that the team has a range of skills which keep them abreast of early years practice. Staff have accessed a broad range of training and use what they learn in the pre-school and out of school sessions to enhance what they provide for children.

All required documents are in place and used to manage the day-to-day running of the sessions. Information gathered reflects the care provided for children. The manager and committee use the operational plan as a working tool and update this and policies on a regular basis. Overall children's needs are met.

The leadership and management is outstanding. The manager and her deputy provide a strong working partnership and act as confident role models for less experienced staff. Their clear vision of the best way to support children's learning is shared in planning and team meetings and as they work alongside other staff. This means that the overall team work is seamless and children are provided with high levels of appropriate support. Formal and informal communication channels are well established between the manager and committee. Committee members are also parents and spend regular periods of time within the pre-school and observe first hand what is being delivered. They also use observations made by external agencies, such as the advisory teacher from the local authority, to monitor the quality of educational provision being provided. Action plans are drawn up with the manager so that as a group they are pro-active in improving their provision.

Improvements since the last inspection

At the last care inspection the setting agreed to update policies to comply with the current National Standards, with particular regard to complaints and child protection. The complaints policy is clear and follows requirements and all necessary documentation is in place enabling them to implement it if required. The child protection policy has been updated and generally complies with current requirements and guidance apart from where an allegation is made while a child is in their care. This has been raised as a recommendation for improvement at this inspection.

At the previous nursery education inspection they were asked to continue to develop the assessments and parental involvement to ensure parents are fully aware of their progress at every stage. The pre-school have implemented a range of measures to address this area. Assessments have been adapted so that they are increasingly parent-friendly and enable them to share information about their child. Open days and parents evenings are now held. Parents have access to their child's development records at any time and frequent verbal information sharing takes place with the child's key-worker or the manager. They encourage parents to help at sessions or share specific skills. This provides parents with a valuable insight into how their children are 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

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 outstanding.

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):

- further promote safety in the setting to ensure the security of the building is consistently maintained, that parents sign existing injury records and the child protection policy is improved.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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