

Newton Solney Pre-School

Inspection report for early years provision

Unique Reference Number	206830
Inspection date	11 December 2007
Inspector	Ann Winifred Harrison
Setting Address	Newton Solney C of E Infant School, Trent Lane, Newton Solney, Burton-on-Trent, Staffordshire, DE15 0SF
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Registered person	The Trustees of Newton Solney 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?

Newton Solney Pre-school is run by a committee. It opened in 1999 and moved to current premises in 2007. It operates from a purpose built mobile classroom situated in the grounds of Newton Solney Infants School, in Derbyshire. A maximum of 20 children may attend the setting at any one time. The pre-school is open each weekday during school term time, from 09:00 to 12:00, an additional session is available on Tuesday from 12:30 until 15:30. All children share access to a secure enclosed outdoor play area.

There are currently 18 children from two to under five years on roll. Of these 12 children receive funding for early education. Children come from the local and surrounding areas. The pre-school employs eight staff. Six of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children demonstrate a good awareness of appropriate hygiene routines, they know that they must wash their hands after going to the toilet and they use antiseptic gel on their hands before having their snack. They understand that they need to wash the germs off their hands to prevent them being poorly. Good hygiene procedures throughout the setting ensure that children are cared for in a clean environment. For example, staff wipe the tables before children use them for eating and they use antiseptic gel on their hands before serving each child. They wear gloves and aprons when changing nappies to prevent cross contamination. Effective procedures are in place for sick and infectious children, which help prevent the spread of infection and help to keep children healthy. Staff are conversant with communicable and notifiable diseases and the necessary responses.

Children benefit from a healthy diet. They are able to access a snack when they choose to during the session. They enjoy a varied menu such as, fresh fruit, bread sticks and dips and toast. Children's independence is promoted well as they are encouraged to pour their own drinks and spread their own butter on their toast. All snacks comply with any special dietary requirements to ensure children remain healthy. Children are learning about healthy living through discussion with staff and well planned topics. Staff talk to children about food that is good for us and foods that we should eat as occasional treats. Children are able to access drinking water whenever they are thirsty, this ensures they are well hydrated.

Children enjoy many opportunities to experience physical exercise indoors and outdoors, through well planned activities and daily routines. They benefit from fresh air as they go outside at the start of the session and again later on in the morning. They access a range of activities such as pedalling bikes, pushing pushchairs and throwing and catching balls. They play various games with a large parachute and balls and they play with sand and large construction bricks in the outdoor area. They join in well with action songs and use their imagination in music and movement sessions. This enhances children's physical development. Children are able to rest and be active according to their needs. They can sit quietly in the book corner or can rest on a bed if they need to.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a warm and welcoming environment. Staff greet all parents and children as they arrive with a friendly smile and welcome. They are cared for in an environment where risks are limited through good safety and security procedures. Annual risk assessments are completed and daily checks on the premises, equipment and resources are made to ensure children are kept safe. Staff monitor access to the setting at all times and any visitors are asked for identification. There is a system in place for registering staff and children's arrival and departure and to ensure only named individuals collect the children. Children are very well supervised and staff ensure that adult to child ratios are maintained at all times. There is an appropriately stocked first aid kit in case of injuries to children. All staff have first aid training which means that any injuries are dealt with appropriately.

Children learn how to keep themselves safe, for example, they know to take care when the playground is slippery due to frost. They are beginning to learn about road safety through

discussion and role play. They know how to respond to emergency evacuation procedures, as these are practised regularly. When on outings children know they must stay with an adult and they are learning about the dangers of water when they go on walks to the river. Staff include safety in topics such as 'People who Help us' as children learn about the role of fire officers and police officers. They learn about safety in the home as they discuss the dangers of touching the cooker or reaching up to work surfaces. Children have access to a good range of safe toys and equipment which are well maintained by the setting. This helps to keep them safe.

Children are protected by staff who have a clear understanding of most child protection issues. They know the likely signs of abuse and are aware of the need to share what they know or have seen with senior members of staff. A written child protection policy reinforces the correct procedures to follow. However, not all staff are aware of the procedures to follow in the event of allegations made against themselves and this means children are potentially not fully protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle happily into the setting and enthusiastically engage themselves in purposeful play. They are relaxed and comfortable with staff and will approach them for help and support if required. They benefit from familiar routines and staff are very attentive to their needs. Children show an interest in what they do and are interested in their environment. For example, they enjoy role play in the home corner 'making pizzas' and 'going shopping.' Children play happily together and with adults, using resources such as puzzles, construction and number games. Musical activities include singing and action rhymes which contribute to children's developing communication skills.

Staff use the 'Birth to three matters' framework to plan for young children's development. They have a sound knowledge and understanding of the range of experiences which enable young children to develop and learn. They undertake detailed observations of the children to find out what they know and these are being used to help to plan for children's next steps in learning.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a good knowledge and understanding of the Curriculum guidance for the foundation stage and use the stepping stones to clearly identify children's achievements in their individual profiles. Planning is good, links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. However, plans do not always show how all children will be challenged. This potentially limits some children's progress. Staff undertake detailed observations and assessments and they use these to inform planning for children's next steps in learning. Adult-led activities are planned effectively and relate directly to the stepping stones to ensure that staff are aware of the learning intentions of the activity. Staff engage in children's play and challenge them by good use of questioning to extend their learning. For example, children are questioned about what do insects need to fly and what happened to the bear in the story. Staff make good use of resources such as cash registers, telephones and tills in the card shop and a good variety of software for the computer. This helps to maximise children's learning opportunities. Behaviour is well managed and this results in a calm and caring environment for children. Any behaviour issues are dealt with sensitively and quietly.

Children benefit from a colourful environment, in which they are happy, content and well cared for. Staff provide very good resources to enhance children's learning. Children use their imagination well because staff provide interesting and well planned role play scenarios. For example, they go to the 'card shop' to choose Christmas cards and post them in the post box. Children are excited and motivated to learn, they enjoy new experiences with enthusiasm, such as watching the ice melt in the playground and investigating insects with a magnifying glass. They form good relationships with staff and their peers, which promotes their sense of well-being. Children are developing their independence and self help skills through putting on their own coats and helping themselves to drinks of water. They are learning to play together cooperatively, as they share and take turns when playing on the computer and they help each other to tidy up. Children are confident speakers and initiate and continue conversations with others, they talk to each other in the home corner and negotiate their roles in the card shop. Children are keen to share news and join in with songs and rhymes in large group situations. They listen intently to stories and excitedly predict what happens next to the snowman in the story and recall confidently the next day what happens to the Christmas bear. They are learning to speak in turn and listen to others, they know that they listen to each other at registration time as they tell their news. They are able to recognise their own names as they collect their picture and name card before they go for their snack. Children listen and recognise sounds as they sound out the first letter of various words, such as at snack time they look at word cards and sound out the letters such as 'm' for milk and 'c' for cow.

Children understand and use numbers well. They count reliably to 20 and above. They have good opportunities to count in everyday situations, such as, counting how many children and adults are present. Regular activities are used to develop children's awareness of simple number operations in addition and subtraction, for example, building towers with the cubes and counting how many they need to make them the same. Some children can complete simple addition and subtraction as they use printed number cards. Children are learning to measure as they measure the amount of water they pour at snack time. They are able to follow pattern cards with counting cubes and follow simple instructions for building models with construction bricks.

Children develop good exploration and investigation skills as they explore items such as the frost and ice outside, watching them melt in the sunshine. They explore different textures such as dough, sand and water. They are introduced to a range of topics that help to develop their awareness of their environment and the world in which they live. They are learning about features of the natural world through planned topics such as, seasons and growing seeds. They go on walks to the river and on the bus to the garden centre. They are learning about the community they live in as they post letters in the village and wait for them to arrive and they visit the local church. Regular modelling sessions using recycled materials enable children to develop their cutting, joining and building skills. Children have good experiences of using information communication technology. They are able to use the mouse and negotiate their way around the screen and follow instructions on the computer.

Children move confidently and imaginatively both indoors and outdoors. They show a good awareness of space during physical exercise and they handle a range of tools and small equipment well. Balls and hoops help to develop their throwing, catching and general coordination and they learn how to pedal a variety of wheeled toys. Children use a variety of different materials, painting and printing techniques to develop their creativity and imagination. They enjoy regular access to musical instruments and they are learning how to tap out rhythms and beats.

Helping children make a positive contribution

The provision is good.

Children enter the setting confidently. They sit quietly for registration time and talk to staff about their families and home life and they collect their name and photograph card when they go for their snack. This fosters a sense of belonging. Children enjoy positive relationships with the staff and with each other. They benefit from being cared for as individuals, with their different needs acknowledged and valued. They receive individual attention and are given lots of support. Children's confidence and self-esteem are developed by staff with good use of praise and encouragement. For example staff say 'what a fantastic job you have done' and 'well done, what nice manners'. They see their creative work displayed around the room which tells them their work is valued. They are involved in making choices about their play, as they choose from a good variety of activities and resources.

Children behave well in response to clear boundaries set by staff. They are learning to share and take turns with equipment, for example they share the dressing up clothes and take turns with the construction toys outside. Children are encouraged to be kind to each other and they have good manners. Staff regularly discuss the rules of the setting with the children so they know what is expected of them. Children's spiritual, moral, social and cultural development is fostered. They are beginning to learn about the wider world through planned activities and celebrations such as Chinese New Year and Diwali. Staff ensure that the resources positively represent individuals from the wider community and they play a variety of music from other cultures. This helps children develop a positive attitude to others.

All children benefit from the positive relationships staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents are welcome to stay in the setting whenever they wish. They receive written information on how the setting operates and can talk to staff at anytime. They are kept informed about how their child has been in the setting through daily feedback. They are informed of any accidents and the action taken by staff. Currently, there are no children with learning difficulties and or disabilities or children who speak English as an additional language attending the setting, but staff have past experience and ensure that they work with parents and other professionals to meet each child's needs.

The partnership with parents and carers of children who receive early education funding is good. They receive detailed information on the educational programme provided for their children and they are kept informed of current topics and events through regular discussion and newsletters. Staff display the activities for the month on the notice board to ensure parents are informed about what their children have been doing whilst attending. Parents are invited to access their children's developmental records whenever they wish and are invited to specific coffee mornings to discuss their profiles. Staff organise a parents evening for the children entering the 'rising fives' group to explain how they can help children get ready for school and extend their learning at home. This means parents are involved with children's learning and well informed of their child's progress.

Organisation

The organisation is good.

Children are happy in the environment and are cared for by staff who have relevant experience and qualifications. Staff demonstrate an understanding of the needs of all children to promote their well-being. There are robust recruitment procedures which ensure that staff are

appropriately vetted and there is a good level of qualified staff who work with the children. Staff ratios are always maintained to offer good support to children. There are clear systems in place for recording accidents, medication and attendance records. Detailed policies and procedures work in practice to keep children healthy and safeguard their welfare. Children are familiar with the routine and are comfortable and at ease in the setting. An effective key worker system is in place to enhance continuity of care for children.

The leadership and management of the early education provision is good. Staff have a good knowledge of how children learn which ensures the educational programme is delivered effectively. Staff work well together as a team and there is a supportive management structure in place. They have regular team meetings to share and discuss the children's progress and they are encouraged to attend relevant training courses to update their knowledge and understanding of childcare issues. For example; child protection, food hygiene and behaviour management. The manager takes an active part in the setting and is committed to developing good practice. She monitors staff practice and evaluates the educational provision to ensure children are achieving. This means that children are making good progress. Job descriptions and staff rotas give staff a clear understanding of their roles and responsibilities and how they will be deployed during the session. Activities and resources are well organised, and all areas of the room are fully utilised to extend children's play and learning. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the setting were asked to: ensure the child protection statement includes procedures to be followed if an allegation is made against a member of staff; ensure the register records the arrival and departure times of children and staff and to review the routines for hand washing.

To address these issues the setting have reviewed the child protection statement to include the procedure for allegations made against members of staff. However, not all staff are familiar with this procedures and this is carried forward to this inspection. An accurate record of children's and staff times of attendance is now completed, which means this helps to promote children's safety. Staff promote good hand washing procedures as children wash their hands after toileting and after messy play. They use antiseptic gel to clean their hands before eating their snack this helps to prevent infection.

Early Education

At the last inspection the setting were asked to: provide more opportunities for children to have access to explore and select equipment and resources such as scissors, glue, sticky tape and hole punches and use these to make their own creative designs; provide more regular opportunities for the children to practise their mark making skills in the daily activities and to use writing for a purpose.

To address this the setting have reviewed plans to include many opportunities to access creative materials. Children can help themselves scissors, glue, card, stamps and hole punchers in the creative area and this is available at all sessions. Children confidently practise their skills in free play and focused activities to develop their creativity and to use tools and equipment well. Children can play in the writing area during each session where they can access a good variety of writing materials to practise their mark making skills. They use pencils and felt tip pens and they use chalks and boards. Planned topics include a good selection of writing activities such

as writing their name in their Christmas card or writing a shopping list in the home corner, which means they are beginning to write for a purpose.

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):

- improve staff's knowledge and understanding of the procedure to follow in the event of an allegation made against a member of staff.

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 further the planning to show how all children will be challenged and activities will be extended.

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