

# Ready, Steady, Go Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY359392
<b>Inspection date</b>	05 February 2008
<b>Inspector</b>	Rachael Williams
<b>Setting Address</b>	Mendip Green First School, Greenwood Road, WESTON-SUPER-MARE, Avon, BS22 6EX
<b>Telephone number</b>	01934 513791
<b>E-mail</b>	bruce.dale@staff.mendip-green-first.n-somerset.sch
<b>Registered person</b>	Tara Maher, Samantha Simpson & Michelle Hale
<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?

Ready, Steady, Go Pre-school is an established, privately owned group which first opened in 2001. It moved to its new location in September 2007. The group operates from Mendip Green First School in Worle, North Somerset. The group have sole use of a portacabin building which includes two children's lavatories and a small office. Children and staff also have use of the school's toilet facilities. The group uses the school's hall, computer suite and kitchen. Children have access to the school fields, playground and adventure playground for outdoor play.

The group is registered to care for 24 children aged between three and under five years old. The group operate daily during term time only, from 09:00 until 15:00. At present there are 54 children on roll; of which 47 are in receipt of early years funding. Most staff have level 3 early years qualifications. The group receive support from the Pre-school Learning Alliance and the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children are aware of their own personal needs and access the toilet independently. Through exceptional hygienic routines children are aware of the need to wash their hands and to use the drier to dry them, in order to reduce the spread of infection. Very well documented procedures ensure hygienic nappy changing and toilet training. If children should have an accident they are changed, with sensitivity, into spare clothing which is readily available.

Children are protected in an emergency as most of the staff have a relevant paediatric first aid qualification. There is a comprehensive checklist of contents to ensure the first aid box is sufficiently stocked with hygienic equipment. Parents receive relevant information on maintaining children's health, for instance incubation periods and how to protect children from head lice. Robust systems ensure administered medication, existing injuries and accidents are consistently recorded and promptly shared with parents. All relevant consents are obtained from parents to ensure continuity in care for each child.

Children benefit from healthy and nutritious snacks, such as savoury biscuits, cheese and apple, which are shared at a sociable snack time. Parents receive very good information on healthy eating and how lunch boxes are stored. Staff have very good knowledge of children's special dietary needs, which are monitored regularly in partnership with parents. Children may access water, independently pouring it from a jug into a clean beaker which is removed after use. Children's awareness of healthy lifestyles is supported very well as they benefit from frequent outdoor experiences, which effectively encourage their coordination, balance and muscle development.

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

The provision is outstanding.

Children benefit from a highly stimulating, warm and welcoming environment. The room is organised exceptionally well to enable children to move freely and independently, for instance through well-planned zones. There is effective storage of high-quality, safe and hygienic toys and resources which challenge children appropriately and provide a good balance of experiences.

Children are very safe and secure within the pre-school environment because staff have assessed potential hazards and taken effective steps to minimise any identified risks. Children are unable to leave the premises unsupervised, as stair gates prevent departure, and access to the provision, for instance visitors, are effectively monitored. Children are given clear explanations to ensure their awareness of safety, for example a practitioner explains to a child why it is not safe to sit on a pile of chairs; they are clear on routines, such as they stop and line up when they hear the whistle whilst playing outside. A comprehensive risk assessment of the premises underpins these excellent safety arrangements.

Children's welfare is given very high priority as staff have an excellent understanding of child protection issues. There are comprehensive procedures in place, as well as additional reference materials to support them in carrying out their responsibilities to safeguard children.

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

The provision is good.

Children are happy and settled within the pre-school environment. They participate enthusiastically in the wide range of activities available which helps them make progress in all areas of their development. They make independent choices in their play, accessing resources which interest them to support their self chosen activities. The abundant range of challenging toys and resources stimulate their learning. They respond well to the familiar routines and the close relationships they have with staff. Practitioners are interested in what children do and say and respond well to children's interests.

The nursery education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals in most areas of their learning. They are involved in a broad range of experiences with a good balance between adult led and child-centred approaches. Staff have sound knowledge of the Foundation Stage curriculum, portrayed in the clear learning intentions of planned activities and the daily evaluations. Children's progression is monitored appropriately through informative learning profiles, diaries, annotated photographs and examples of work. However, this evidence has not sufficiently been used to influence future planning. For example, there is very limited evidence to support children's attainment in mathematical development, especially calculation, and this has not been identified as there are no planned opportunities to support this area of learning.

Staff use a good range of teaching methods to support children's learning. For example, a puppet has been introduced to help children focus their attention during show and tell activities. Children are very good communicators and enjoy this opportunity to share their experiences. They sit attentively and listen to each other. Children explore rhyme and sound through the use of Beat Baby, where they can explore the rhythm and pattern of words in an exciting way. Staff give children clear explanations, for instance a practitioner describes how she intends for the children to explore water through blowing into bottles with various amounts of water in them and observe the difference in sound. Children respond well to the good, open ended questions asked by the practitioner. They explore this activity and the practitioner is confident to let the children investigate further and to develop their skills in pouring and measuring the water, which they thoroughly enjoy.

Children thoroughly enjoy being outside in all weathers. They create pathways well on the ride-on toys, negotiating space and each other well to avoid collisions. They chase each other confidently showing good coordination and comment on the effects the exercise is having on their bodies, for instance that they are out of breath. However, children are not fully challenged. Due to the large space available to the children on the school's playground, staff position themselves to ensure children's safety; consequently staff do not have the opportunity to interact with the children to help them learn new skills. For example, some children use their feet to move on the tricycles but are now ready to learn alternative methods of transportation, such as to enhance their coordination skills and use the pedals. Children exhibit good fine motor skills and are given numerous opportunities to further develop these. They manipulate play dough well to create pancakes. They mould play dough into a flat shape and then cook it in the frying pans. They use the available tools very well, showing good coordination.

Children are very clear on routines as staff have created a pictorial daily routine using photographs of the children. Children thrive when given responsibilities, such as washing up

after snack time. They explore their environment exceptionally well, accessing the low-level resources independently. Children adapt their behaviour well, for instance when outside in the playground, in small group activities and whole group show and tell experiences. They are curious to learn and participate well in discussions, where they can predict what will happen to the celery when dyes are added and recount their experiences.

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

The provision is good.

Children are confident and settled within the environment; they settle quickly to self chosen activities, separating confidently from parents and carers. Very good relationships are established with staff who have good knowledge of their needs and interests, valuing and respecting them as individuals. Children begin to understand the importance of community through topics, visits and appropriate resources to reflect the diversity in our society. Staff monitor children's individual needs effectively, liaising with parents regularly. However, children with communication difficulties are not sufficiently supported, for instance through appropriate labelling of the environment and the use of a recognised sign language. This is being addressed as some staff are booked on a Makaton training course. Children's spiritual, moral, social and cultural development is fostered.

Children behave well as, through the pictorial daily routine and good relationships with staff, they are clear on expectations and boundaries. They play cooperatively, taking turns and sharing, for instance play dough, to ensure all are included. They show care and concern for each other, for instance a child puts his friend's hood up when it begins to rain. Children's good behaviour is acknowledged well through praise and reward systems.

Partnership with parents is good. Strong relationships with parents contribute significantly to children's well-being within the pre-school. There is a daily exchange of information which ensures that parents' wishes are adhered to. Parents receive a wealth of information about the setting and the Foundation Stage curriculum. For example, they are able to borrow a literacy book to support their children at home. Children's achievements are regularly shared with parents through biannual parent consultations and frequent access to profile documents. New systems are being established to encourage parents to share children's achievements from home.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The well-organised, spacious environment encourage children to be independent, safe and healthy learners. Staff work extremely well together and compliment each other's skills to plan and deliver an interesting range of activities within a familiar daily routine. Comprehensive recruitment, induction and suitability arrangements ensure appropriately qualified and experienced staff work directly with the children.

Children's care, welfare and learning is well promoted through procedures, policies and good relationships with parents. The operational plan is readily available and provides children with a stable environment. Good use is made of the key worker system to ensure children's individual needs are met. All regulatory documentation is in place, which underpins the good practices observed in the pre-school. Students are well supported within the environment and are given clear direction.

Leadership and management is good. The owners provide very good direction to all staff, who are committed to enhancing children's care and learning. They work effectively together and compliment each other's skills. Staff development is fully monitored through effective appraisal systems. They play an active role and are focused on helping children make good progress, for instance through accessing relevant courses. Self-evaluation systems ensure that the setting runs smoothly, however, children's progression in mathematical and physical development is not fully monitored.

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

Not applicable.

### **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 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):

- develop further the physical and learning environments to support children with communication difficulties

#### **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 planning to ensure children have regular opportunities to develop their mathematical thinking
- ensure children are effectively challenged in their outdoor play in order to learn new skills

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)