

Chaddlewood Pre-School

Inspection report for early years provision

Unique Reference Number	117177
Inspection date	01 February 2008
Inspector	Pamela Woodhouse
Setting Address	Hemerdon Heights, Plympton, Plymouth, Devon, PL7 2EU
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Registered person	The Trustees of Chaddlewood Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Chaddlewood pre-school opened in 1996 and operates from a bungalow and porta cabin in the grounds of Chaddlewood Primary School. A maximum of 44 children may attend the setting at any one time. The pre-school is open each week day from 09:15 until 11:45 and 12:45 to 15:15 during school term times only. In addition a lunch club operates between 11:45 and 12:45. The pre-school offers Woodies, an out of school club facility which operates term time Monday to Friday from 08:00 until 09:00 and 15:20 until 18:00. The setting also operates a toddler group during term time on Wednesdays from 13:35 until 15:05.

There are currently 78 children aged from two to 11 years on roll. Of these, 53 receive funding for early education. Children come from the school catchment area. The setting supports children with learning difficulties and disabilities and those who have English as an additional language.

The setting employs 13 members of staff. Of these, 12 hold appropriate qualifications and one is working towards a qualification. The manager is currently studying for an Early Years Foundation degree.

The setting is a member of the Pre-school Learning Alliance and is working towards accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and hygiene are promoted well because there are effective procedures in place to protect them from the spread of infection. Children learn through their daily routines and activities about the importance of good personal hygiene and are keen to put this into practice. For example, they vigorously wash the dolls in the baby bath and talk about their own bath time experiences and why they need to wash.

Children are well protected from illness and infection. The setting has a detailed sickness policy which sets out exclusion periods to prevent the spread of infection. Suitable steps are taken to comfort and support children until their parents collect them should they become unwell during the session. Parents are also kept informed of any illnesses circulating so that they are able to take action which is appropriate for their children's health. All staff maintain current first aid certificates which enables them to administer basic treatment to the children and first aid boxes are checked on a weekly basis to ensure that they are fully stocked.

Children are encouraged to lead healthy lifestyles when attending the setting. They are encouraged to take an interest in food through cooking activities and tasting unfamiliar fruits and vegetables. They receive a variety of healthy snacks mid-session and a more substantial snack is available to children who attend after school. Those children who attend before school are able to choose from a variety of cereals plus toast and fruit juice for breakfast. Children also have independent access to drinks throughout the session. Children have daily opportunities for fresh air and exercise both indoors and outside. Free flow play is promoted in the bungalow premises, this encourages children to play with typical indoor activities such as using musical instruments and puzzles outdoors. Staff are developing the outside play area of the porta cabin to allow similar opportunities for the children attending this unit.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. There are clear systems in place to protect them from the risk of accidental injury which is suitably balanced to allow them freedom and to learn about risk. Children have a good understanding of how to keep themselves and their peers safe and self-regulate. For example, they remind their peers that it is dangerous to run on the wet floor and not to rock their chairs backwards and forwards. They know that they must not put marbles in their mouth and count how many they are using in the marble run game, making sure that they have the same number at the end of the game. Daily risk assessments are conducted before children arrive to ensure that the premises are safe, however, there is no system in place to check that this has been undertaken. A detailed log of the regular fire drills is maintained. These are practised with the children who, because of the frequency, are familiar with the procedure. As a consequence, children can evacuate the premises quickly and safely.

Children use a range of good quality equipment and play provision which is clean, safe and which promotes their learning and development. They are able to access these safely because table and chairs are child height and their toys are stored on low shelves which are safely within their reach.

Children's welfare is suitably safeguarded. Staff have a clear understanding of child protection issues and how to keep them safe from harm. They are familiar with the procedure to follow should they have any concerns about any of the children in their care and are clear about how to refer and record these. An effective system is in place to prevent visitors from entering either unit unnoticed and suitable arrangements are made with parents about who can collect their children. These measures ensure that children are not put at undue risk.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident in their environment, benefiting from a wide range of well planned and stimulating activities which take account of their stage of development and interests. For example, younger children's activities take account of the Birth to three matters framework, promoting their all round development, funded children's activities relate to the Foundation Stage of learning and the emphasis on out of school activities is relaxation. Activities throughout all age ranges capture the children's interest and are fun to do. For example, children enjoy delving through the hay to find farm animals and playing games such as lifeboats.

Children quickly settle down to their chosen activities, concentrating well for sustained periods of time and playing cooperatively with their peers with whom they have a good relationship. For example, several children organise a picnic in the role play area, delegating tasks to each other. They have established good relationships with staff and there is a relaxed and easy interaction between them. Children who attend Woodies feel confident enough to share their feelings with staff who listen to what they have to say and offer them appropriate support to work these through. The older children respect their relaxed environment, knowing where the boundaries between having fun and being disruptive are. For example, when playing team games. All children show good levels of independence and are very self assured.

Nursery Education

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage curriculum and use effective teaching methods to ensure that children make good progress towards the early learning goals. They provide an exciting range of well planned activities which interest and enthuse the children, offering them a wide range of different experiences. Staff support children in their play and learning, maintaining an appropriate balance between offering assistance and taking over. As a consequence, children confidently initiate their own ideas and put forward suggestions as to how an activity might be improved. For example, restructuring the marble run frame so that the marbles don't jump the track. Observations and assessments track children's progress and are used to inform their learning plans. However, these are not always revisited to check that children have consistently achieved a given task. As a result, the next step in their learning is not always clearly defined.

Children have good independence skills and take responsibility for tasks such as dressing themselves and tidying away their activities. They have plenty of confidence and self-esteem and are learning to give support to their peers. For example, demonstrating how to hold the doll to prevent it from falling into the water as they bath them. Children's concentration is well developed and they persist at activities until these are finished to their own satisfaction such as, grating and chopping vegetables. Children's language development is promoted well. They are taking part in the BLAST project (boosting language, auditory and self esteem skills) and are developing a good awareness of sounds. Activities include elements of the weekly sound, for example, hay has been provided in the farm as have hens and horses to reinforce the 'h'

sound. Children also proudly show the items they have brought from home such as helicopters, hair drier and hippopotamus. They are confident communicators and engage in conversations, for example, when bathing their dolls children discuss their own experiences. Children enjoy looking at books on their own and listening to stories. They anticipate what might happen next when the wind whips the clothes off the washing-line in the story 'The Wind Blew' to great hilarity as they imagine where the clothes might fly to. Many children can write recognisable letters and enjoy mark making opportunities in the role play area and outside, making lists and writing their names. Many children are able to recognise their own names during self-registration and also recognise their peers names as well.

Children's mathematical development is supported well. Staff use informal opportunities to promote their understanding of number such as, counting the number of children present and comparing the number of boys and girls. They can recognise simple shapes and can sort objects by size using sequencing activities. Children confidently use mathematical language commenting on one helicopter being bigger than the other and measuring how much mixture is in the bowl as they experiment with a flour and pasta mix. Children's knowledge and understanding of the world is promoted through different topics which include, celebrating festivals, and investigating the weather. Several children discuss between them how ice is formed and why it melts, some say because it is warm, another says because it has been taken out of the freezer. Children enjoy gardening activities, planting bulbs and growing watercress, monitoring the changes as these grow.

Children have very good opportunities to help develop their small muscle control using a range of tools such as rollers and cutters to fashion the play dough, pencils, paint brushes and scissors. They carefully transfer items from one vessel to another using scoops and funnels trying not to spill as they do so. Children thoroughly enjoy chopping, grating and mashing raw vegetables and garlic using a potato masher, garlic press, graters and knives. They compare the smell, texture and shape of cabbage, turnip, garlic and potato which prompts much discussion about healthy eating and their likes and dislikes. The development of children's large muscle skills is encouraged when children use the wheeled toys and climbing equipment, move to music and use the school hall for physical activity. Children play imaginatively in the role play area which is changed regularly to represent for example, a home, palace or health clinic. The area is well resourced and children immerse themselves in their roles. They have ready access to art and craft materials to paint, make collages and three dimensional models, making complex structures with a range of boxes, cartons and tubes.

Helping children make a positive contribution

The provision is good.

All children are made to feel welcome and have a very good rapport with the adults who care for them. The under five-year-old children have a key worker who ensures that regular contact and discussion takes place with their parents. This promotes a positive partnership with parents and ensures that children's individual needs can be appropriately planned for. Children's first language and traditions are valued and respected and good friendships have been established throughout the setting. This is especially so between the older children who willingly help each other with their homework and other tasks. Children with learning difficulties and/or disabilities are well cared for. The special needs co-ordinator has attended relevant training and undergoes an annual assessment to ensure that her knowledge is up-to-date. Staff work closely with parents and other agencies involved in the children's care to ensure that children receive appropriate support for their additional needs.

Children's social, moral, spiritual and cultural development is fostered. They are very well behaved and respectful of their peers and the adults who care for them. Children are bright and lively but are also polite and have a healthy respect and understanding of the simple ground rules. For example, waiting their turn to speak and reminding each other that they should not run indoors. As a result, children display confidence and good self-esteem. Children begin to learn about the wider world in their activities. For example they celebrate festivals such as Christmas, Diwali and Chinese New Year and have free access to a range of multi cultural resources which promote diversity.

Children benefit from the effective working relationship between parents, committee and staff. They are kept well informed about the provision through newsletters and occasional letters about individual issues, for example, how car parking arrangements have been addressed. They are encouraged to play an active role in the setting by serving on the committee and/or joining the parent rota to assist during the sessions on occasions. The comprehensive welcome pack is a good source of reference, introducing parents to the setting's activities, policies and procedures.

Partnership with parents in relation to nursery education is good. They receive comprehensive information about the Foundation Stage curriculum and how this will support their children's learning. They meet regularly with their children's key worker to discuss and help plan for their progress. Parents are able to see their children's progress folders at any time and are encouraged to contribute to their children's learning by supporting activities at home. For example, consolidating their understanding of colours, number and sounds. Parents are also welcome to visit the setting to share their expertise with the children, for instance, story telling and introducing them to different languages to broaden their experiences.

Organisation

The organisation is good.

Children benefit from the good systems that have been put in place for their safety and well-being. Robust recruitment and induction procedures ensure that staff are suitable to work directly with the children and regular appraisals monitor their practice. The well qualified and experienced staff team show good levels of commitment and enthusiasm for their role and they receive many training opportunities. This helps to ensure that their knowledge and practice is relevant and up-to-date to enable them to offer children good care and education.

The environment is suitably organised and the children are supported well because high adult to child ratios are maintained. This enables staff to give individual and small group attention, thereby benefiting the children's learning and play experiences. Play areas are well presented and effective use is made of space so that they can move around freely and play safely.

Children's welfare is enhanced through a comprehensive range of policies, records and procedures. The policies are regularly reviewed to ensure that they continue to meet the setting's needs and detailed records give a true account of any action taken. For example, accident and medication records. Required documentation such as an accurate record of children's attendance, their individual details, parental consents and agreements are maintained and contribute to the children's health, safety and well-being.

The provision meets the needs of the range of children for whom it provides.

Leadership and management is good. Children benefit from the commitment and enthusiasm of the whole staff and management team. There is regular communication between the manager, staff and committee to ensure that children are receiving good learning opportunities and to effect change where appropriate. For example, restructuring staff deployment. There is good teamwork amongst staff, all of whom take on individual areas of responsibility to ensure sessions operate smoothly and that activities offer children appropriate challenges. The setting continually seeks to improve its provision through accreditation and, for example, by further developing facilities such as the outside play area.

Improvements since the last inspection

At the last care inspection the provider agreed to: ensure that snacks are provided in a hygienic manner that also engenders self-esteem; ensure that the behaviour management policy includes a statement on bullying and that all members of staff are familiar with its contents; ensure that the register reflects the actual time of arrival and departure of all children and staff and that there is a suitable written policy for lost and uncollected children.

At the last nursery education inspection the provider agreed to: ensure that planning is succinct but rigorous in its approach, is linked to assessment and clearly shows how the more able child will be extended and the less able supported; develop the curriculum to ensure that all areas of learning are given equal coverage across all age groups, particularly thinking about opportunities for children to show an awareness of calculation and its associated language.

The provider has addressed these issues by: ensuring that children's snacks are hygienically served and all staff have attended food handling training. Meal times are social occasions with plenty of opportunities for children to converse with their peers. As a result they are confident and self assured in group situations. Children are protected from bullying because a procedure to address any concerns has been introduced and staff are able to put this into practice because they are familiar with the policy. Children and staff safety in an emergency is assured because the attendance register accurately reflects the numbers present at any one time. A policy in relation to lost or uncollected children has been introduced to ensure that there are proper procedures in place to protect children should either of these events occur. Planning and assessments have been reviewed and now include what it is intended the children will learn and also how activities will be adapted to take account of children's individual learning needs. The curriculum is varied and offers learning opportunities in all areas of learning. Maths activities have been developed and as a result, children use mathematical language in everyday situations and have opportunities to solve simple problems such as calculation.

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):

- ensure that the system for monitoring daily risk assessments is effective

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):

- continue to develop children's assessments and use these to plan for the next steps in their learning (also applies to care)

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