

Pearsons Pre-School

Inspection report for early years provision

Unique Reference Number	106191
Inspection date	27 February 2008
Inspector	Jacqueline Allen
Setting Address	Thurlestone School Grounds, Thurlestone, Kingsbridge, Devon, TQ7 3NB
Telephone number	01548 560 816
E-mail	pearson@pre-school560.fsnet.co.uk
Registered person	Pearsons 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 satisfactory. 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?

Pearsons Pre-School registered in 1999 and operates from its own building within the grounds of Thurlestone village school. The pre-school is run by a committee and is registered to care for 16 children between two years and under eight years of age. There are currently 25 children on roll of whom 19 are in receipt of funded education. The pre-school is open between 09.30 and 15.30 from Monday to Friday, term time only. The group also run an early morning club which runs from 08.45 to 09.30 on Monday to Wednesday. Children have the option of staying for lunch. There are currently four members of staff, of whom all hold a Level 3 qualification or equivalent in early years or are working towards this. The pre-school is supported by the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's minor accidents are recorded and appropriately treated by staff who hold valid first aid certificates. Prior parental consent is obtained in advance for the staff to seek emergency medical advice or treatment for children, as required. Children's medication needs are clearly recorded with parental consent, which benefits their health. Although children are routinely encouraged to wash their hands before eating and after toileting, soap dispensers do not always contain liquid soap, nor do staff consistently encourage children to wash their hands effectively, which does not prevent the risk of cross contamination.

Children are provided with a wide range of healthy snacks, such as soft cheese and crackers and fresh and dried fruit. Children's lunch boxes are generally healthy as they include items such as, sandwiches, yoghurt and fruit. Staff encourage children to eat their healthy items first before they eat additional items, such as chocolate and crisps. Children are offered milk or water at snack time and are able to help themselves to water, as required, from the bottled water dispenser.

Children have daily opportunities to stretch their muscles and extend their gross motor skills. They use a range of wheeled resources and large play equipment competently. Children run around, showing awareness of the available space around them. They participate in the 'Leap into Life' activities as experienced in the school and go for regular walks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a generally clean environment, where there are defined areas for particular play. For example, the space allows for table top activities, computer use, role play area, book corner, floor play and a writing area. Children self select from the wide variety of resources available within each area.

Children generally benefit from the staff's knowledge of potential risks and how to reduce these. However, children play in the small area outside, which is sometimes unsupervised, and have easy access to the low-level gate which staff do not consistently check is bolted after parents leave. This puts children at risk of leaving the premises unauthorised. Children regularly practice the emergency evacuation procedure, which is routinely recorded.

Children's welfare is safeguarded as staff have satisfactory knowledge of the signs and symptoms of abuse and the procedures to follow if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They are encouraged to make decisions in their play and happily persist at activities of their choosing. They are encouraged to follow daily routines, such as helping with snack, putting their plate and cup in the bowl for washing up, putting on aprons when painting and putting on their coats when going outside to play, if required. These familiar daily routines help children to settle easily into the flow of the session. Staff deploy themselves well to ensure they sit with children at snack time and support them in accessing all activities.

Nursery Education

The quality of teaching and learning is good. Children are given lots of good opportunities to find their name. For example, children find their name on arrival, at snack time and on coat pegs. They are encouraged to write their name on their work and have free access to writing materials at each session. Children are making good progress in linking sounds to letters. They recognise the sound of the start of their own name and are encouraged to think of other words with similar sounds. Children enjoy looking at books of their choosing and reading to their friends. They listen attentively when adults read to them, who encourage good listening, looking and sitting through labels on a large bear which are regularly discussed. Children are encouraged to be independent when washing their hands and putting on their own coats. They are keen to help with snack and use their counting abilities to ensure there are enough cups and plates available for children attending. Children have a good grasp of number skills as staff weave it into all play and activities to increase children's knowledge and understanding. Children use a low-level ladybird line to practise their counting skills and number recognition. Staff extend this by asking children to place ladybirds in the correct order and encouraging children to check their answers by counting the dots on the bugs.

Children are making good progress in all areas of learning. They are chatty and confident and forming good relationships with their peers. They show good manners and kindness to each other which is also encouraged through a short daily prayer. Staff's good knowledge of the Foundation Stage ensures that children's play builds on their knowledge. For example, children who have been abroad on holiday are encouraged to build an airport. Staff encourage children to think and respond through good use of open ended questions which extends children's learning. Children have a good grasp of shape as they draw a range of shapes and cut them out carefully. Children are aware that staff provide special scissors to meet their needs and spend time looking for the left handed scissors. Children's assessment records clearly show children's achievements and the next steps in their learning, however, this is not linked to show their progress through the stepping stones to ensure all areas are complete.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about diversity through their access to resources which reflect positive images and planned activities. For example, children learn about Chinese New Year by participating in making masks and food tasting activities. Children's individual needs are known and respected by staff, who facilitate settling in periods to meet the needs of children and parents. Although there are currently no children attending with learning difficulties or disabilities, there is a named person with this responsibility, who attends ongoing training sessions. The group have previously cared for such children and value the links with parents and other professionals, to ensure children's needs are known and met.

Children behave well as staff routinely praise and encourage their efforts and are positive role models. Staff manage children's behaviour consistently by remaining calm, explaining what is not appropriate and possible consequences. This results in children being kind to each other. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from effective sharing of information between their parents and the group. Parents have access to all policies and procedures and have given parental consent, as required. The partnership with parents and carers for nursery education is good. Parents are invited into the setting to meet with the staff and discuss their children's starting points and any initial

worries or concerns. They have access to information on the Foundation Stage via the setting's website, which keeps them informed of ongoing events, as well as regular newsletters. Planning is sent home each term, as well as displayed on the notice board. This ensures that parents are aware of the stories being read and poems children are learning in relation to the planning. Staff ensure that parents receive termly reports on their children's progress. However, they also receive ongoing information through use of their child's communication book, which is available to parents.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides care. Children's welfare is not adequately considered as there is no system in place to ensure that committee members are promptly notified to Ofsted and complete all checks. This is a breach of regulation. However, all staff are suitable. They receive regular appraisals and attend ongoing training.

Children benefit from a wide variety of activities at each session within familiar daily routines. Adult to child ratios are well met and registration systems for children and staff are clear. Staff have a satisfactory knowledge of the National Standards. Documentation is generally well organised and stored confidentially, although not always on the premises. Some policies and procedures are not accurately detailed, such as, lost and uncollected children, child protection, allegations against staff and the complaints procedure.

The leadership and management is good. The staff work well together and have regular meetings to plan and assess the curriculum, to ensure it meets children's individual needs. They are open to improvement and ongoing training to further their knowledge.

Improvements since the last inspection

At the last care inspection two recommendations were raised relating to improving policies and procedures in relation to accidents and medication and to plan a range of activities and play opportunities for children's overall development. These have been met. Both the policies and procedures in relation to accidents and medication are clear. Staff plan effectively to ensure the range of activities offered encourage children's overall development. This benefits children's care.

At the last nursery education inspection one point for consideration was raised relating to increasing staff's awareness of making best use of time and learning opportunities to ensure children's learning is as productive as possible throughout the day. This has been met. Staff now operate a café system to ensure that children can continue to play throughout the session and access their snack when they are ready. This improves children's 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 satisfactory. 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 suitable hand washing facilities are available and consistently monitored to help prevent cross contamination
- ensure Ofsted is promptly notified of changes to the committee and that a robust system is implemented to ensure all relevant checks are completed
- ensure relevant documentation is available for inspection and that the necessary amendments are made to policies, with particular regard to the procedure to follow if allegations are made against staff, child protection, complaints and lost and uncollected children

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):

- ensure children's assessment records clearly show their progress through the stepping stones in all areas of learning

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