

Crownhill Royal Naval Pre-School

Inspection report for early years provision

Unique Reference Number	117182
Inspection date	07 February 2008
Inspector	Heather Morgan
Setting Address	Crownhill Royal Naval Pre-School, Crownhill Fort Road, Plymouth, Devon, PL6 5BX
Telephone number	01752 769606
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Registered person	The Trustees of The Royal Naval Pre School Learning Organisation
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?

Crownhill Royal Navy Pre-School registered in 1998 and operates from purpose-built premises in a residential area, approximately two miles from Plymouth city centre. There is a secure area for outside play. The pre-school serves the local area with children coming from both forces and local families.

The pre-school opens five days a week, during school term times. Sessions take place from Monday to Friday between 09.00 and 11.30, with a lunch club from 11.30 to 13.00. There are afternoon sessions for two-year-olds on Tuesdays, Wednesdays and Thursdays, from 13.00 to 15.00. Some children stay all day.

A maximum of 24 children may attend the pre-school at any one time. There are currently 34 children aged from two to under five years on roll. Of these, 20 children receive funding for nursery education. The pre-school currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The setting employs five members of staff, four of whom hold relevant qualifications. The other member of staff is currently working towards a qualification. The pre-school is committee run and the management is overseen by the Royal Naval Under Fives Co-ordinator. They receive the support of the Local Authority, and are a member of the Pre-School Learning Alliance. The pre-school achieved The Bristol Standard quality award in 2007.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop healthy eating habits as they choose from a nutritious range of snack foods, such as fresh fruit, yoghurt or sandwiches. They choose from milk or water to have with their snack, or help themselves to drinks of water whenever they are thirsty. Children who attend the lunch club bring healthy packed lunches, which are kept fresh as perishable items are stored in the fridge during warm weather.

Children learn the importance of good hygiene as they are familiar with the routine of washing their hands when they come in from outdoor play, before they eat or after they have been to the toilet. They use liquid soap and disposable towels to limit the risk of cross infection. Children also help themselves to tissues to wipe their noses, and carefully dispose of them afterwards. Parents are familiar with the group's policy of excluding children with infectious illnesses, which further protects children from the risk of infection.

Children are well cared for in the event of an accident as members of staff maintain current first aid certificates and have an easily accessible, well-stocked first aid kit. Children's continuity of care is promoted effectively as clear records of accidents and the administration of medication are shared with parents.

Children have regular opportunities to play outdoors in the fresh air whenever the weather permits. They enjoy using a range of equipment such as a parachute, wheeled toys and hoops to develop specific physical skills, as well as running around to exercise their large muscles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment. Doors are locked when children are present, to ensure they cannot leave the premises unsupervised and staff implement effective procedures to monitor all visitors to the pre-school. Children's play areas, both indoors and outdoors are carefully checked by staff each day to identify any potential hazards. Staff implement a range of safety procedures to ensure the ongoing safety of children. For example, they store cleaning fluids on high shelves out of the reach of children and keep hot drinks in the kitchen, where children are not allowed to play.

Children access a wide range of stage appropriate resources, that are also regularly checked by staff to ensure their safety. Resources are well maintained and stored at a low level to ensure that children can access them independently and safely. Children learn to use equipment such as scissors with increasing control and safety, under the close supervision of a member of staff.

Children learn to keep themselves safe as they follow the simple rules of the pre-school. For example, they learn that it is not safe to run around indoors where space is limited, as they

might bump into furniture or each other and hurt themselves. They regularly practise their fire drill to ensure they can quickly and safely evacuate the building in the event of an emergency.

Children's welfare is given high priority as staff have a good understanding of child protection issues. They follow clear guidelines and have access to a range of documentation to support them in recording and referring information in the event of any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages participate in a range of interesting and enjoyable activities that support their progress and development. Activities are adapted to reflect the developmental needs of each child. Staff use the Birth to three matters framework effectively to plan experiences that support the development of the youngest children. They have good opportunities to explore resources and materials using all their senses and to develop the social skills necessary to participate in co-operative play. Children use role play and small world equipment to make connections with real life experiences and learn to use resources to represent their thoughts and ideas. Staff interact sensitively with children's play, listening and responding to their requests and encouraging them to become skilful communicators.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and plan a variety of interesting and challenging activities that support children's development and learning. They closely observe the children as they play and keep clear records of their progress along the stepping stones. This information is used effectively to identify what children need to learn next, in order to build on what they already know and can do. However, this information is not clearly linked to the activity planning and therefore opportunities are missed to further promote children's progress.

Children have positive dispositions towards learning. They participate enthusiastically in the range of activities offered and enjoy regular opportunities to initiate their own play. They have a good understanding that print carries meaning as they regularly ask to have stories read to them and take a lively interest in the text and the illustrations. Children develop a good awareness of number as they join in with number rhymes and songs, and are able to relate numerals to the numbers they represent. For example, they use number cards to work out how many pieces of fruit they can have at snack time. Children are skilled at designing and constructing models using a range of different resources. For example, they build complex train tracks to enhance their small world play and also create three-dimensional models using recyclable materials, working out the most effective way for joining the different elements together. Children have regular opportunities to explore the properties of sand, water and malleable materials, such as play dough. They also experiment with different painting, printing and collage techniques to create colourful art work.

Helping children make a positive contribution

The provision is good.

Children are supported well in settling in to the pre-school community. Effective communication between staff and parents ensures that children's individual needs are understood and met by staff. Children with specific needs are effectively supported through good liaison between staff, parents and other agencies, to ensure a consistent approach to identifying and working

towards appropriate targets. Children develop a good sense of belonging as they participate in the familiar routines of the group. Children are proud of their achievements, such as the models that they make, but there are limited displays of their own art work that reflect their individual expressions of thoughts and feelings.

The children's spiritual, moral, social and cultural development is fostered. Their behaviour is good and they are learning rules such as turn taking and sharing to support them in co-operative play. They learn to use good manners and to treat each other with respect as they follow the good examples set by members of staff. Their good behaviour is rewarded with regular praise and encouragement. Children who speak English as an additional language are supported in developing their language skills. Children access a range of resources that reflect positive images of a diverse society, and celebrate a range of traditions and festivals, but these do not necessarily reflect the cultural diversity within the group.

The partnership with parents and carers is good. Parents receive a wealth of information about the activities and curriculum their children are following. They have good opportunities to contribute to assessments of their children's progress and to agree their next steps for learning. This supports parents and staff in working together to promote children's progress and has a positive impact on their learning.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Robust recruitment and induction procedures ensure that children are cared for by suitable persons. The staff team work together well to implement effective policies and procedures that promote positive outcomes for children. All regulatory documentation is in place and used effectively to underpin good practice.

Sessions are well organised and provide familiar routines that support children well in settling in and participating in a range of interesting and challenging activities. There are opportunities for children to choose quiet, individual activities, and to engage in physical activities and play with friends in small and large groups.

Leadership and management are good. The staff team are supported well in their delivery of the nursery education curriculum. Effective leadership ensures that staff are aware of their responsibilities and deployed effectively to support children's play. The group leader monitors the planning and assessment records to identify strengths and weaknesses in the programme. There is a strong commitment to improvement. Staff access training and implement actions to address and identify areas for improvement.

Improvements since the last inspection

Following the last inspection the pre-school has developed effective healthy eating procedures to ensure that children are offered nutritious choices at snack time. They have strengthened their partnership with parents by ensuring that they can access all policies and procedures, to ensure that children are cared for in accordance with their parents' wishes.

The book and role play areas have been made more attractive and are well used by children to promote their literacy and creative development.

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.

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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):

- provide opportunities for children to develop their sense of self by celebrating their creative achievements and valuing their home language and culture

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 the use of assessment records in planning activities that support children's individual progress by building on what they already know and can do

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