

Alburgh with Denton Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	253992
Inspection date	12 March 2008
Inspector	Susan Smith
Setting Address	School Road, Alburgh, HARLESTON, Norfolk, IP20 0BW
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Registered person	The Trustees of Alburgh with Denton Pre-School Nursery
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?

Alburgh with Denton Pre-school Nursery is managed by a voluntary management committee. It opened in 1975 and operates from three rooms in a mobile building in the grounds of the local primary school. A maximum of 21 children may attend the pre-school at anyone time. The pre-school is open each weekday during term time only from 09:00 until 12:45. All children share access to a secure enclosed outdoor play area.

There are currently 38 children from two to under five years on roll. Of these, 18 children receive funding for early education. Children come from the local catchment area. The setting currently supports children with learning difficulties and/or disabilities.

The pre-school employs five members of staff. Of these, four staff including the supervisor hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff have a good knowledge and understanding of the setting's health policies and procedures that ensure children's well-being is supported. Children learn the importance of good personal hygiene through established routines such as washing their hands after going to the toilet and before snack time. Pictures and prompts are displayed in the toilet area to encourage children to wash their hands and staff encourage them to become independent in their personal health care. All areas are clean and hygienic and effective measures are in place to prevent the spread of infection. For example, tables are sprayed with antibacterial liquid before snack times.

Suitable action is taken when children are unwell or have accidents and parent's contact numbers are available at all times to enable staff to contact them if they are needed. There is at least one member of staff who is qualified in first aid on the premises at all times and a well-stocked first aid kit is readily available. However, although the contents are regularly checked by a designated member of staff some of the dressings are out of date. All written consents are in place and accidents and medication requirements are correctly documented and signed off by parents on collection.

Children are nourished with a variety of foods at snack time, they enjoy a range of fresh and dried fruit as well as cheese and crackers. Children develop skills such as pouring and spreading as they are encouraged to manage tasks. Snack time is relaxed and social as staff sit with children and encourage their conversation. Children choose from banana milkshake or fruit squash at snack time and water is available throughout the session for children to access independently.

Children enjoy a broad range of physical play experiences that contribute to a healthy lifestyle. The outdoor play areas provide children with good opportunities to develop large motor skills and spatial awareness. For example, they negotiate a ramp and skilfully manoeuvre around each other as they ride around on tricycles and other ride-on toys. Children have access to a good range of physical play equipment and develop skills such as running, catching and kicking balls, and balancing. In addition to being outside, children participate weekly with music and movement sessions indoors and have access to a soft play area which helps children develop control of their bodies, moving them in different ways. Children demonstrate increasing control while using scissors and a variety of mark-making tools to help them develop their hand to eye coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming environment that is safe and well maintained. Large colourful displays welcome children into the entrance of the centre and provide an area for sharing information with parents. The pre-school rooms are bright with good use made of the space, giving defined areas in which the children can comfortably learn and play. Child-friendly cupboards are labelled with words and pictures encouraging children's decision making and independence. They use a good range of appropriately sized children's furniture and equipment that allows them to feel safe and secure.

Children are beginning to learn how to keep themselves safe with staff explaining some safe practices. For example, staff remind them that they should use equipment safely and not to run inside. Evacuation procedures are practised sufficiently often for staff and children to know how to respond in an emergency, which promotes their safety. Procedures for monitoring visitors to the pre-school and the collection of children are strong, which keeps children safe. Thorough risk assessments and daily checks make sure that hazards are kept to a minimum so children are kept safe.

Children are protected because staff understand their roles and responsibilities in safeguarding children. Relevant documentation is readily available which ensures correct procedures can be put into place should a concern arise. Staff are booked onto training to ensure that their knowledge and understanding is kept up to date to make certain that children's safety and welfare continues to be well maintained.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and settle well or are sensitively supported by staff to do so in the welcoming environment. Children make friends with their peers and have good relationships with the staff, enjoying each other's company. They are confident and can play well on their own or with others. Staff are supportive and caring towards the children and take time to listen to them, this helps children develop a sense of self-worth as they know staff value their contributions. Younger children spend their time playing purposefully with a balanced range of toys and activities that motivate and interest them. Toys and resources are well organised to enable children to select activities and initiate their own play. They follow a daily routine which allows them substantial periods where they can free play. This allows them the freedom to move between the activities in their own time providing them with opportunities to repeat and practise their ideas.

The group are developing the use of the 'Birth to three matters' framework in their practice with this age group. They use a good system to record children's achievement and progression following the framework. The framework is not currently reflected in their planning but staff do informally adapt activities to ensure younger children are able to participate and make progress.

Nursery Education

The quality of teaching and learning is good. Staff use their good knowledge of the Foundation Stage and how children learn to provide a stimulating environment which reflects all children's background and the wider community. Staff use an effective range of teaching methods to motivate children so they are keen to learn and make progress. They are currently paying particular attention to using open-ended questions to encourage children's thinking skills. For example, asking the children why Humpty Dumpty could not be put back together again? The balance of adult-led and child-initiated play ensures children are motivated and engaged in a broad range of developmentally-appropriate activities throughout the session. However, on occasions some staff are pre-occupied supervising one activity to the exclusion of others which results in opportunities being missed to extend and support some children's learning.

Planning is based on topics and is balanced across the six areas of learning and is linked to appropriate stepping stones. However, the children's intended learning in the everyday curriculum activities is not identified and the learning outcomes from these activities are not

always evaluated to help children make further progress. Assessment is based upon meaningful observations recorded in the children's individual Learning Journey. However, they have not yet devised an effective system of evaluating these records to formally identify children's next step in learning to use as an aid to inform future planning. Staff manage children's behaviour effectively and provide them with good strategies to help them learn to manage their own behaviour.

Children enjoy their time at the setting. They have a positive attitude to learning and become confident and self-assured in their play, negotiating and interacting well with their peers to share ideas and experiences. They develop their self-esteem and take great pride in their achievements, for example, actively seeking out a member of staff to show them what they have done. Children form positive relationships with each other, some clearly have a group of friends that they enjoy playing with. They are very articulate and use a wide range of vocabulary to talk to one another. They listen and respond to stories at circle time, promoting their enjoyment of an increasing range of books. Most children confidently recognise their own name and show that their pencil control is good as they practise their emerging mark-marking skills and draw pictures.

Children's mathematical development is effectively promoted through activities and resources in the setting. They enjoy activities, such as board games to develop their number and colour recognition and participating in number rhymes to develop their simple calculation skills. They accurately use lots of mathematical words when describing items such as big and small, tall and short. Staff make good use of the everyday routine to introduce simple problem solving. For example, by asking children how many cups they need at snack time.

Children competently display their skills when using the computer and operate everyday technology in their play. For example, they enjoy talking to each other on the telephone in the home corner. They learn about the wider world through planned activities which include the preparation and tasting of lots of different foods from around the world. They make good use of their imagination in planned and spontaneous role play situations both inside and out. Children enjoy re-enacting familiar scenarios such as cooking meals and having a cup of tea. They enjoy experimenting with a range of media and materials when creating collage pictures of a windy day. However, sometimes creative activities focus on producing a preconceived result which limits opportunities for children to fully explore their creativity in their own style and pace.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the setting. Staff genuinely value their individual personalities and ensure all children are able to play with toys and equipment which meet their individual needs, so they can become confident and independent. Displays of their art work help them to develop a good sense of belonging. Staff are motivated in providing good support for children with learning difficulties and/or disabilities and they work in partnership with parents and other professionals to ensure children's specific needs are met. They demonstrate an ongoing commitment to inclusion as effective arrangements are in place to meet the needs of children. For example, all staff are currently learning British Sign Language to effectively communicate with children with hearing difficulties. A policy is in place which unfortunately does not reflect the good practice adopted by the staff. This means that parents are not fully informed of the procedure the setting follows to meet the needs of children with learning difficulties and/or disabilities.

Children's spiritual, moral, social and cultural development is fostered. They are learning right from wrong and show concern for others through the use of effective strategies. Staff gently remind children to say please and thank you. Children are learning effective strategies to manage their own behaviour, such as being reminded not to run inside and to take turns with equipment. They understand the rules of the group and explain them to others such as encouraging participation at tidy-up time. Children have meaningful opportunities to learn about the wider world and other cultures. They take part in festivals, such as Christmas and Chinese New Year, when activities are planned to support the celebration.

Parents are made very welcome in the setting by friendly and approachable staff. An accurate complaints procedure is readily available should it be required. Well-organised written agreements provide details of children's needs in order that they can be looked after according to parents' wishes.

The partnership with parents and carers is good. Parents have good opportunities to become involved in their children's learning. They are aware they can access and share their children's developmental records and discuss their child's progress with staff at any time. A well-developed and informative notice board provides relevant and up to date information regarding recent updates and pre-school news. Displays incorporating photographs showing children enjoying activities are used effectively to illustrate links to areas of learning and consequently parents have a clear understanding of how children learn in the Foundation Stage. Parents speak very positively about the pre-school detailing many aspects of the good practice, including the friendly, knowledgeable staff and special atmosphere. Positive links with parents enhances children's learning.

Organisation

The organisation is good.

Children are cared for by experienced staff with a good knowledge and understanding of child development. The staff work as an effective team, they know each other well and support each other. Children are protected due to effective recruitment procedures ensuring staff are vetted and suitable to look after young children. Staff are committed to providing good quality care and education for all children and have a high regard for the well-being of the children, they are caring and sensitive.

Sessions are organised with clear routines which help children to settle and become confident. Staff ratios are good ensuring children receive high levels of support and attention. This is evident in the daily registers of attendance that are maintained for children and staff. Most documentation is in place to support the pre-school good practice, currently some policies and procedures are being reviewed. This promotes children's health, safety, enjoyment and achievement and ability to make a positive contribution.

The leadership and management of nursery education is good. Staff work efficiently as a cohesive team, as they share a clear vision for providing good standards of care and education and receive good levels of support. All staff attend regular meetings where they review the effectiveness of the curriculum planning as a team. This ensures that the quality of nursery education is adapted accordingly to meet the individual needs of the children. Self-evaluation has been carefully considered with areas for development clearly identified, ensuring the setting continues to improve. Job descriptions and effective induction and appraisal processes help staff to be clearly aware of their roles and responsibilities and have their training needs addressed.

Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure good hygiene practices are in place regarding hand and feet washing and to produce written guidelines for the vetting of staff. The group now ensures that when carrying out feet printing activities, the water used for washing feet is frequently changed to reduce the risk of cross-infection. Children always wash their hands with fresh running water before snack time. This ensures the health of the children. A clear written policy is now available for the recruitment and vetting of all new staff. This ensures that all staff employed are suitable to work with children.

At the last nursery education inspection there were no significant weaknesses to report but consideration was to be given to children's awareness of space and the information given to parents on the Foundation Stage and early learning goals. Children have lots of opportunities to develop their spatial awareness as they enjoy activities in the outdoor playground. They demonstrate excellent manoeuvring skills as they avoid each other as they play with balls and hoops and ride on toys. Good information is now available to parents on the Foundation Stage through effective displays on the notice board. This ensures parents can play an active part in their 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

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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 the contents of the first aid box are checked and replaced as necessary
- review the policy for special education needs so it is consistent with current practice.

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 assessment and evaluation of children's progress to identify next steps in their learning and to inform future planning
- ensure planning identifies the learning opportunities in the everyday curriculum and develop further the systems for the assessment of activities against the intended learning outcome.

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