



Niton Pre-school

Inspection report for early years provision

Unique Reference Number	EY281607
Inspection date	03 May 2005
Inspector	Amanda, Jane Nicholls
Setting Address	School Lane, Niton, Ventnor, Isle of Wight, PO38 2BP
Telephone number	01983 730985
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Registered person	Niton 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Niton Pre School opened in 1994. and operates from a large mobile unit situated within the grounds of Niton Primary School on the Isle of Wight. The provision serves a wide area both within their local community and the surrounding areas, offering full day care for 30 children from 2 to under 5 years. The group opens 5 days a week during school term times only. Sessions are from 09:00 until 15:00.

There are currently 45 children on roll. This includes 25 funded 3 year olds and 10

funded 4 year olds. The setting currently supports a number of children with special needs and is able to accommodate those who speak English as an additional language.

Six part time and one full time staff members work with the children. Six have appropriate qualifications in childcare and education. The setting receives support from the Early Years Development and Childcare Partnership. The provision has achieved the Local Authority Quality Assurance 'Kite Mark' Accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children gain a purposeful understanding of good hygiene practices as they willingly and enthusiastically wash hands before snack and meal times and after activities such as planting beans in soil. They re-enact their understanding of healthy eating as they talk about their favourite food with interested staff, who engage them in simple cooking and food tasting activities.

The provision made for children to voice their preferences during snack and meal times, is good. They choose from either fresh milk or filtered water and from a selection of wholemeal and plain biscuits. Through the creative use of 'fruit bags', children explore and discover new tastes and textures.

Various displays promote a healthy and hygienic lifestyle. For children, pre prepared pictures stress the importance of hand washing, while notices inform parents of diet plans and healthy eating suggestions. For staff, including volunteers, details of children's individual dietary restrictions, medical requirements and food allergies are sensitively yet clearly displayed.

Children are physically active as they use both the pre-school garden and the school facilities, including a larger open field. Through developing skills such as peddling, sliding, jumping and running, children are beginning to master the control of their own bodies and have an awareness of others and the space around them.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Purposeful security measures, such as a door bell and padlocks to most external gates, ensure children and adults work in an environment which protects them from unwelcome visitors.

Although emergency evacuation is practiced, not all circumstances have been fully considered. This impacts upon children and adults leaving the site safely.

Children use rooms which are maintained at a consistent temperature, are well lit and adequately ventilated. They are able to access resources easily because the main

play area is carefully designed. Child height sinks, toilets, tables and chairs not only meet safety standards but encourage independency. As a result, children move confidently. For example, they willingly tidy activities into low level storage containers and sweeping floors free of soil after a planting activity, to ensure others do not slip, trip or fall.

Most hazards within the smaller playroom, such as access to chemicals and low level sockets have been identified and eliminated.

The attention given toward detail, ensures children are safely transported and appropriately supervised during whole group outings.

Children are well protected, because staff understand their role and responsibility in child protection.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Through the satisfactory use of a key worker system and the promotion of daily routines, children are confident in both their relationships with practitioners and in the environment around them.

The satisfactory use of the 'Birth to Three Matters Framework', is improving children's achievements within this age range, by acknowledging their eagerness and enthusiasm to learn. At times however, this impacts upon the learning and achievements of others.

Young children in particular enjoy partaking in a range of activities such as the planting of beans in soil and in table top and floor games. Their creativity is promoted through the use of mediums such as paint, dough and glue and they use these in a variety of ways, including mark making with varying sized brushes, and exploring the texture of paint using their hands and arms. Adults assist children in their attempts to cut and paste material scraps, in order to create a beanstalk.

Children enjoy using resources such as dressing up, the imaginative play area and outdoor equipment, gaining an increasing awareness of themselves and the world around them. They play happily together and with adults, most of whom encourage their understanding of colour, space, shape and form.

While playing with a small farm set, a practitioner reinforces a young child's observations. She allows time for the child to question the purpose and construction of a scarecrow by sensitively and enthusiastically responding in simple, easy to understand sentences.

Through daily routines such as at snacks and meals, practitioners allow time for children to engage in talking, laughing and listening together in small, self chosen groups. During well led circle time, opportunities are provided for children to share their ideas and thoughts, within a clearly defined and safe learning environment. Here, staff encourage and allow children time to reflect upon memorable events,

such as the trip to the farm and their favourite television characters.

Nursery Education

The quality of teaching and learning is satisfactory.

Most staff have a satisfactory knowledge of the Foundation Stage. Individual plans adequately reflect recorded observations under each area of learning, with stepping stones used to identify the achievements and next steps in children's learning.

In some situations however, children become easily distracted. This is because they are inappropriately grouped and work with staff who are unsuitably deployed. As a result, more able children are not always encouraged to persevere as they think through problems and to use number and colour language.

Opportunities for children to develop independence in some everyday activities are also missed, such as cutting fruit and pouring drinks.

Displays combine many interesting and creative mediums such as the topic which looks at the lifecycle of the frog. Here, material tadpoles are displayed alongside printed, painted and coloured frogs. However, few displays show evidence of children's labelling and most shapes are pre prepared by adults. Children do not always form letters correctly when writing because they are not supported appropriately.

Although most adult led story telling activities, are exciting, enjoyable and spontaneous, reading and information technology areas lack stimulation. This results in children showing little independent interest in books and computers for reading or referencing.

Children show a strong sense of belonging as they greet each other and practitioners. They speak freely about their work, such as the Thunderbird model, that sits proudly on display. However, not all group activities encourage others to listen intently while children talk about their interests and events that are special to them.

Children are friendly and show care and concern about their environment. They are beginning to associate time and routine, as they assist in tidying away before snacks. Resources are clearly labelled and stored at low level for easy access.

Children use their imagination well both indoors and outside. They show increasing skills in climbing, sliding, running and kicking and staff support their learning by engaging them in purposeful activities which encourage team spirit and individual achievement.

Helping children make a positive contribution

The provision is good.

Children settle well because staff show high levels of sensitivity, commitment and dedication.

Children are beginning to acquire an understanding and tolerance of each other and the world around them as they are encouraged by a programme which engages them with their local community. Here they enjoy regular village walks to the post office, food store and local woodland, where they meet familiar characters under the watchful eye of staff.

Children are generally well behaved and polite, in response to the expectations of the practitioners who clearly enjoy their company.

For those who have a recognised special educational need, the support they gain from staff who are knowledgeable and informed, is of an exceptionally high standard. For example, when present, all children within the group are engaged in communicating using signing, while symbols and images support and enhance learning in a variety of forms.

Partnership with parents and carers is good. Staff work closely with them to ensure important information is known and shared about their children's individual needs and interests. As a result, children benefit from the positive partnership staff develop with parents and carers, who in turn, consider they are able to fully contribute to the provision in order to enhance their children's learning.

Children's spiritual, moral, social and cultural development is fostered appropriately.

Organisation

The organisation is satisfactory.

Children are cared for by staff who have regard for their wellbeing. Most staff are well qualified and experienced in early years, and all have a sound understanding toward their role and responsibilities in keeping the premise secure and children safe. The organisation of the main playroom, which is bright and attractively decorated, shows good planning and an effective use of space.

Most policies and procedures work adequately in practice. The setting meets the needs of children for whom it provides.

The leadership and management of the setting is generally satisfactory.

With a strong team spirit, staff are encouraged by a well established leader who has satisfactory skills in deployment and empowering others. Staff are given encouragement to undertake training and professional development. All staff are included in regular meetings about curriculum planning.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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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):

- consider the effectiveness of emergency evacuation procedure, to ensure all circumstances are fully addressed.

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 are grouped appropriately so that staff can maximise learning opportunities for individual children.
- consider the presentation of books and information technology, to encourage children's independent involvement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk