

# Redbridge Pre-school

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY262068
<b>Inspection date</b>	12 May 2008
<b>Inspector</b>	Judith Reed
<b>Setting Address</b>	c/o Redbridge Community School, Cuckmere Lane, Southampton, Hampshire, SO16 9RJ
<b>Telephone number</b>	02380 764211
<b>E-mail</b>	
<b>Registered person</b>	Redbridge Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Redbridge Pre-school opened in 1980, and moved to new premises in 2003. It operates from rooms in the Redbridge Community School in Southampton and is a committee run group. The pre-school serves the local area. A maximum of 24 children may attend each pre-school session and an extended lunch time session allows children to attend all day. The pre-school opens five days a week during school term times. Sessions are from 09:00 to 11:30 and 12:15 to 14:45 daily.

There are currently 55 children from two to under five years on roll. Of these, 53 children receive funding for early education. Children attend for a variety of sessions or full days. The setting is able to support children with special needs and those who speak English as an additional language.

There are eight members of staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. A member of staff is working towards a recognised early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are healthy as they experience many opportunities for physical play and exercise. The spacious outside play area is available daily with sit and ride toys, bats and balls and climbing apparatus constantly used by the children. Children move around the outside play area freely. They choose their own activities including kicking footballs, and skilfully manoeuvring wheeled toys around the area. Those attending the appropriate sessions have Tumble Tots gymnastics twice a week. The children are taken to the gymnastics centre within the school grounds where they take part in a variety of activities. Most children listen to instructions and join in the warm up exercises with sticks. They are divided into three groups and have a turn on a ground level trampoline, an obstacle course where they balance and crawl through tunnels, and stretching and balancing floor activity. Children particularly relish the opportunity to perform star jumps and tucks on the trampoline. They are individually praised by the instructor. Children have a good range of physical activities and benefit from the well planned exercise programme with trained instructors.

Children benefit from the nutritious snack which is provided during each session. They sit in social groups around tables and help themselves to fruit from a bowl. Children have banana pieces, apple slices and slices of buttered toast. Children serve themselves drinks of water from a jug or have a carton of milk. Drinks of water are also available throughout the session. Some children spend all day at pre-school and bring a packed lunch to eat at lunch time. They sit around tables and staff assist opening packages when necessary. Children are encouraged to eat savoury food first, followed by sweet items. Good manners are encouraged at all times.

Children follow appropriate hygiene routines and can use the toilets independently. A separate nappy changing area is available when required. Children are gently reminded to wash their hands after using the toilet. They are aware of the routine of washing hands before having snack or lunch. Staff keep their first aid training up to date and have first aid kits to hand. Permission for emergency medical treatment is obtained when children commence at the group, and staff ensure they are aware of any allergies or dietary requirements. All accidents are recorded with information about the incident as well as treatment given and parents sign to acknowledge the accident. All accidents are evaluated each month to check frequent accident spots and improve safety. A medication record is in place, however it is not always signed by parents as required and children may be at risk in an emergency.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a secure environment. Staff ensure the premises are secure by keeping the entrance gate to the pre-school areas locked at all times. Callers use a bell to gain entrance. At the beginning and end of the sessions, when the gate is unlocked, a member of staff stands nearby to ensure children do not leave unaccompanied. The pre-school has sole use of a purpose built area within a secondary school. They have a large play room with a corridor to the toilets, office, and kitchen area. The play room is divided into several smaller areas such as a quiet room, the book and writing area, craft area and a store room. Staff are aware of safety issues and carry out regular risk assessments. Low level, temporary, fences are used in the outside play area to restrict movement when necessary. Regular fire drills are held and an evacuative record is held.

A wide range of good quality, suitable, equipment and toys are available to children at all times. Children can also help themselves to toys from clearly labelled, low level, storage trays. Staff organise a cleaning day each term to wash all equipment and children are involved in cleaning and washing items such as the cars, tricycles and outside toys.

Children are safeguarded by a knowledgeable and well trained staff team. Staff are aware of child protection procedures and would report issues or concerns to the lead practitioner. Staff are well aware of their professional duty regarding child protection.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enter the pre-school happily and most separate from their carers with confidence. Children are familiar with the routine and gather in the quiet room for morning register. Children are confident to talk adults. They eagerly show visitors the giant snail saying 'Come and see our snail'. They point to the snail and observe 'It's eating some leaves'. Staff have a warm relationship with the children and also get to know their families. Some children attend both morning and afternoon sessions on the same day and stay over lunch time. Children are invited to use the quiet room as a rest area after lunch.

#### **Nursery Education.**

The quality of teaching and learning is good. Children are making steady progress and their development is encouraged at all times. All staff have an understanding of the Foundation Stage curriculum and they ask children open ended questions. The continuous curriculum is displayed around the pre-school and is available at all times. Further long term, medium and short term plans are made and followed by staff to ensure all areas of the curriculum are covered. Plans are discussed during staff meetings, however, children's individual targets are not used to create the short term plans and therefore learning is inconsistent. Staff are key workers and make incidental observations of children's achievements. These are recorded in the individual records of achievement. Staff know their key worker children well and are fully aware of their capabilities. Most records are completed regularly and children's achievements are noted, however some records are not up to date and evidence is inconsistent.

Children help themselves to books from the book stand and they know how books work. A child shows another her counting book and asks 'How many are there?'. She then counts the pictures 1,2,3,4. Children recognise their names on the name cards at the beginning of the session. They enjoy the opportunity to write with a pen and try to form the letters of their names. Children listen and join in at story time. Staff encourage children to join in with animal noises or spotting characters in the pictures, which helps their observation skills and improves their enjoyment of the story.

Children observe a puzzle with shapes and numbers. They immediately know how many and confidently names the shapes of a square, a circle and a triangle. Staff introduce maths skills and language saying 'How many around this table?' while children are having their snack. Children are also learning maths language during Tumble Tots sessions when asked to climb over, crawl through, and line up behind one another. Children help to make the play dough and count spoonfuls of ingredients. They discuss whether more liquid is required and how to make the dough less 'sticky'.

Children experience many opportunities for creative play. They play imaginative games in the play house, saying they have to go to bed as they are 'Poorly with the sneezies!' Children enjoy choosing their own dressing up clothes and trying them on. They ask for assistance when required. Children enthusiastically use water and large brushes to paint the wall. They also use various colours to paint freely at an easel. Children play a number of musical instruments during free play and sing spontaneously along with members of staff. They also join in group singing sessions choosing songs such as 'Twinkle twinkle', 'Baa, baa, black sheep' and 'Old MacDonald had a farm'.

Children are competent when using the computer. They know how to choose a programme and change the games. Some children play a matching memory game and complete the game with ease. Other children type sheets of letters and their work is displayed on the wall. Children consistently return to observe the giant land snail as they are fascinated by the creature. Children have taken part in growing and planting activities. They have assisted staff with planting flowers in the tubs and pots in the outside play area. This helps to make the area more attractive and children frequently water the pots. Children also take part in a grass seed planting project as part of a themed activity.

### **Helping children make a positive contribution**

The provision is good.

Children generally behave well and are familiar with the routine of the pre-school. Most children listen to instructions and do as they are asked. Some children do not join in and staff talk to them and encourage them. Children are invited to help tidy away the toys at the end of the session. Most join in and sort out the toys. Staff also make up a game for helping to tidy away the toys to encourage children to join in. Children are given stars and stickers as rewards for helping. When children accidentally hurt each other they are asked what happened and staff ask children to apologise. Spiritual, moral, social and cultural development is fostered. A poster is displayed as a reminder for staff and parents about how to manage behaviour. Most staff and some parents have taken behaviour management training together. This has been a real advantage to the children as the same strategies for behaviour management are used at home and in pre-school.

Partnership with parents is good. Parents state that they are aware of their child's key worker and they have seen the record of achievement. Parents feel their children are developing and are well supported. Parents work closely with key workers regarding behaviour management and speech and language development. An informative parent notice board shows notices as well as the complaints procedure. Parents are not made aware of plans and themes at the present time and they are unable to build links into learning at home. They complete necessary documentation when their children start in pre-school and keep staff informed about any changes.

All children are valued and staff know and understand their individual needs. Staff work with other professionals to support all children. The staff team obtain advice from advisors from the local authority when necessary. Staff have taken training in supporting all children and providing a suitable learning environment.

Children are treated as individuals. Staff get to know the children and their families. A number of posters and photographs are displayed showing different languages and cultures. Various toys reflect diversity including musical instruments, small world dolls, home corner equipment,

puzzles, dolls, and dressing up clothes. Children join in celebrations for a number of festivals such as Christmas, Harvest, and Diwali.

## **Organisation**

The organisation is good.

Children generally behave well and are familiar with the routine of the pre-school. Most children listen to instructions and do as they are asked. Some children do not join in and staff talk to them and encourage them. Children are invited to help tidy away the toys at the end of the session. Most join in and sort out the toys. Staff also make up a game for helping to tidy away the toys to encourage children to join in. Children are given stars and stickers as rewards for helping. When children accidentally hurt each other they are asked what happened and staff ask children to apologise. Spiritual, moral, social and cultural development is fostered. A poster is displayed as a reminder for staff and parents about how to manage behaviour. Most staff and some parents have taken behaviour management training together. This has been a real advantage to the children as the same strategies for behaviour management are used at home and in pre-school.

Partnership with parents is good. Parents state that they are aware of their child's key worker and they have seen the record of achievement. Parents feel their children are developing and are well supported. Parents work closely with key workers regarding behaviour management and speech and language development. An informative parent notice board shows notices as well as the complaints procedure. Parents are not made aware of plans and themes at the present time and they are unable to build links into learning at home. They complete necessary documentation when their children start in pre-school and keep staff informed about any changes.

All children are valued and staff know and understand their individual needs. Staff work with other professionals to support all children. The staff team obtain advice from advisors from the local authority when necessary. Staff have taken training in supporting all children and providing a suitable learning environment.

Children are treated as individuals. Staff get to know the children and their families. A number of posters and photographs are displayed showing different languages and cultures. Various toys reflect diversity including musical instruments, small world dolls, home corner equipment, puzzles, dolls, and dressing up clothes. Children join in celebrations for a number of festivals such as Christmas, Harvest, and Diwali.

## **Improvements since the last inspection**

At the last inspection three recommendations were made for care; to develop resources and staff's knowledge of the framework of Birth to three matters so that planning in the crèche is aimed at helping babies and young children learn, to develop an information and guidance pack for work experience students to ensure that they are well informed about the pre-school, and to develop a more inviting book corner.

Many staff members have completed training in Birth to three matters. They are aware of the needs of younger children, although the crèche is now closed. An information sheet for work-experience students has been prepared. Students are also interviewed before entering the pre-school and further information is given at this time.

The book corner has been developed with a new easily accessible book stand. Attractive posters around the small room show pictures from books and children frequently help themselves to books from the book stand. The mobile children's library service visit the pre-school every half term and many books are changed.

At the last integrated inspection three recommendations were made relating to Nursery Education. The setting was asked to develop an annual review system for the supervisor, to promote children's self-esteem and independence by giving them responsibilities in everyday activities, and to develop staff's understanding of the Foundation Stage curriculum to improve the quality of teaching by involving them in all aspects of planning and developing systems to extend children's learning in all areas.

The lead practitioner has an annual appraisal with a member of the management committee. Children pour their own drinks, use the toilets independently and they are asked to help tidy the play room at the end of the session. This gives them responsibilities and helps to increase children's self esteem. Staff have undertaken training in the Foundation Stage curriculum and are fully involved in all aspects of the curriculum and developing children's learning.

### **Complaints since the last inspection**

Since the last inspection there have been two complaints made to Ofsted relating to National Standard 6 - Safety. A concern was raised about the security of the premises as members of the public were able to enter the premises un-noticed. Ofsted visited the premises and checked the security. As a result of the visit two actions were raised under National Standard 2 - Organisation and National Standard 6. A satisfactory response to the actions was received from the provider.

The second complaint raised concerns regarding accidents at the setting. Ofsted conducted an unannounced visit and there was no evidence to suggest that the numbers of accidents were caused by a breach of the National Standards. However, information recorded in the accident book was insufficient to determine the cause of or action taken after many accidents. Therefore an action was set under National Standard 7 - Health. From information provided, Ofsted was satisfied that the provider was now meeting the National Standards. No further action was taken and the provider remains qualified for registration.

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 all medication administered is signed by parents as necessary

### **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 individual assessment records reflect children's capabilities and are used to inform planning which successfully promotes all children's progress through the Foundation Stage curriculum
- enhance partnership with parents by keeping them informed about plans and themes and encouraging them to link the learning to the home environment

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](http://www.ofsted.gov.uk)