

Mudford Pre-School

Inspection report for early years provision

Unique Reference Number 144296
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Inspector Lorraine Sparey

Setting Address Methodist Church Hall, Christchurch, Dorset, BH23 3HQ

Telephone number 01202484500
E-mail elainesalter@tesco.net
Registered person Elaine Joan Salter
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?

Mudford Pre-School Playgroup opened under its current ownership in September 1999. It operates from a large room in the Methodist community hall, adjacent to the local infant's school, in Mudford, approximately one mile from Christchurch centre. The pre-school serves the local area. Children use the large hall and there is a secure outdoor area.

A maximum of 30 children may attend at any one time and there are currently 26 children on roll. This includes 23 children in receipt of nursery education funding. Children attend for a variety of sessions. The group supports children with learning difficulties and/or disabilities.

The playgroup opens five days a week, during school term times. Sessions are from 08.45-11.45 during the autumn term. During the spring and summer term, the pre-school opens for two additional afternoon sessions from 12.15-14.45 on a Tuesday and Thursday.

A team of four staff work directly with the children, three of whom hold early years qualifications.

The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have excellent opportunities to play and exercise in the fresh air. They use the well resourced garden throughout the sessions. Children benefit from the wide range of high-quality resources such as a large climbing frame construction, tops start bag, bikes and sports day set with equipment such as egg and spoon, ribbons and scarves. Children show good control as they use the resources. A four-year-old invites an adult to have an egg spoon race with them. They explain the rules and demonstrate how to run with the egg and spoon in your hand. Children understand how their bodies change after exercise. A child tells a member of staff, 'I need a drink after all that running around'. Children competently use a wide range of one-handed tools such as gardening equipment, paintbrushes and rollers.

Children follow good hygiene routines. They independently wash their hands prior to snack time and after using the toilet facilities. A child tells the adult 'There are germs on your hands and you need to wash them off'. Good resources which include liquid soap, paper towels and visual prompts support children's awareness and independence. Effective nappy changing procedures ensure that children are comfortable at all times. Children are learning about maintaining healthy lifestyles through discussion which is reinforced through stories. Children listen intently to a story about Dudley who sneezes in the cinema. They tell the member of staff that Dudley needs to use his tissue. Other subjects such as teeth cleaning are covered in the stories.

Children benefit from healthy and nutritious snacks which they prepare themselves. A wide range of fresh fruit is available each day. Children are encouraged to try new and different fruits such as Sharon fruit. Snacks are available on a cafe style basis where children can choose when to have their snack. Water or milk is offered to ensure children's fluid levels are maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure, well maintained and welcoming environment. They use the large newly built church hall and garden area throughout the session. Children safely and freely move between the indoor and outdoor environment because staff complete regular safety checks. Children are beginning to learn how to keep themselves safe through discussion and the staff being positive role models. Staff gently remind children to walk when they are in the play room rather than running as they may slip and hurt themselves. Children are aware of the emergency evacuation procedures because the staff have discussed this with them. A practice is scheduled shortly to reinforce their awareness.

Children safely choose from a broad range of quality toys and equipment. The resources are displayed invitingly on the floor or on low-level shelving units which they are encouraged to select from. Children are taught how to use the equipment safely. For example, prior to using the climbing frame a member of staff explains the simple safety rules. Effective procedures ensure that the resources are clean and well maintained at all times.

Children are safeguarded from harm and neglect because staff demonstrate a secure knowledge of possible signs and symptoms of potential abuse. They are clear on procedures to follow in

the event of a concern being raised and information is provided for parents to ensure that they are clear on staff's responsibility in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children separate from the parents and carers with increasing confidence. They quickly become engaged in activities of their choice. Some new children require support in settling. Staff liaise closely with the parents to ensure the children are happy and comfortable. Staff provide a balance of adult led and child initiated play. Children freely move between the indoor play areas and the outdoor play areas which are well resourced. Regular observations enable staff to effectively plan for individual children's progress. Children freely choose from a broad range of quality toys and resources. Staff show a genuine interest in the children's play and learning. They enthusiastically join in children's play and offer suggestions to extend their learning.

Nursery education

The quality of teaching and learning is good. Staff demonstrate a secure awareness of the Foundation Stage curriculum and how young children develop and learn. They provide a stimulating and child-centred environment that motivates children in their learning. Staff plan and provide a good range of activities in addition to encouraging child initiated play and learning. For example, theme - spring and growing. Children participate in planting seeds and vegetables. They taste the baby lettuce plants and describe the taste. Songs and rhymes relate to the theme. Generally the routines support children's development and learning. However, at different times throughout the session children are grouped together for circle or story time. Some children find it difficult to concentrate in large groups and fidget and disrupt other children's learning. Staff complete regular observations which are used to inform the children's learning journeys. Photographs and examples of the children's work provide secure evidence of the children's progress. The information is used to inform the planning in the next steps of the children's learning. Effective teaching methods such as open-ended questioning and having high expectations for the children ensure that children are effectively challenged. A member of staff invites a child to try and fix the roadway rather than automatically doing it themselves. There are good procedures in place to ensure that children with additional needs are well supported. Staff, parents and other professionals involved with the families meet on a regular basis to discuss the children's progress and set new targets in their learning. There are procedures in place to ensure children with English as an additional language are supported.

Children are making good progress in their learning. They are motivated and keen to try new experiences. A child decides to paint a picture of a transformer. They use the paintbrush and then move on to experimenting with their hands, arms and feet. Staff provide large pieces of paper to aid the child in achieving satisfaction in their finished pictures. Children are independent, they prepare their own snacks and pour their own drinks. Children are developing good relationships with the adults and their peers. A three-year-old invites an adult to join in their play. They explain they want the adult to run and jump whilst waving scarves and ribbons. Children's language is developing well. They confidently talk, explaining their ideas and thinking. A four-year-old confidently completes a picture using various shapes. They talk about triangle, square and diamond, correctly counting the numbers of each shape. They tell the adults 'It's a spaceship, that goes into space'. Children have opportunities to make marks using a range of materials. Pencils and paper are provided in the role play area to encourage children to make lists. The majority of children successfully write their names on their creative achievements.

Children enjoy listening to well read stories and enthusiastically join in with familiar parts of the story.

Children have excellent opportunities to develop their creative skills and ideas. Large containers of paint and various paintbrushes and pallets are available every session. A wide range of creative resources are available in low-level drawer systems to promote children's imagination. Children enjoy using the well resourced role play area. Currently it is a garden centre. Children plant seeds and vegetables in pots and planters. They use their senses to describe various herbs and small branches from trees and bushes. Children correctly use the electronic till and phone in their play. Children have good opportunities to explore and investigate a wide range of materials. They use gloop, shaving foam, and dough. Children have opportunities to use woodwork tools and materials investigating what happens when they sand wood with sandpaper. A child immediately puts on safety goggles to protect her eyes. Children enjoy using a digital camera. A four-year-old asks another child to take her picture. She poses with a big smile. They both look at the camera to see the image. They take it in turns to take pictures of other children and adults.

Children have opportunities to develop their mathematical skills. Staff continually encourage children to solve simple number problems through every day play opportunities. Children's awareness is reinforced through songs and rhymes. Children enthusiastically count the numbers of knickers on the washing line during a story called 'What colour are your knickers'. They correctly identify shapes and identify them within their environment. For example, a child points to the clock and says 'Look that's a circle'.

Helping children make a positive contribution

The provision is good.

Children's behaviour is generally good given their age and stage of development. They show consideration to their peers and the adults. A child automatically offers to share their play dough with another child. They break off lumps and smile as they pass it to the other child, who says 'Thank you'. However, on occasions minor disputes go unnoticed by staff and children are left feeling confused. Children respond well to the consistent use of praise and encouragement from the staff who are positive role models in the way they speak to the children and each other. Children have opportunities to learn about the wider world. They celebrate a range of other festivals such as Diwali and Chinese New Year. Children confidently talk about significant events in their family lives. Children are learning to value differences through projects such as comparing eye and hair colours and recording their findings. Children's spiritual, moral, social and cultural development is fostered. Children's individual needs are well met. Staff implement good procedures to ensure that they have sufficient information to meet children's needs. Parents complete detailed child record forms to identify children's likes and interests.

Partnership with parents and carers is good. They receive detailed and quality information on all aspects of the provision in the comprehensive welcome pack. Parents are invited to complete forms to enable staff to establish children's starting points in their education. Regular meetings provide opportunities to share information on their children's progress. Parents report that their children are happy in the setting and making good progress in their learning. They particularly like the home link diaries which provide a good insight into their child's morning at preschool. Parents state that the staff are open and approachable and the settling in procedures are very effective because the staff are so welcoming. One parent comments that their child wants to come to preschool every day.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children benefit from being cared for by suitable adults. Rigorous and robust recruitment and vetting procedures ensure that staff are appropriate for their roles. Children enjoy high levels of support from the committed staff. They are committed to training to increase their knowledge and skills. Staff have devised a range of policies and procedures to support them in providing positive outcomes for children and provide parents with information on the setting. However, the procedures to manage children's behaviour are not fully effective. The space and resources are used effectively to promote children's choices in their play.

All the required documentation is in place and stored securely to maintain confidentiality.

Leadership and management is good. There are effective procedures in place to monitor the nursery education provision. The registered person is very committed to providing good-quality care and education. She is enthusiastic and motivates the staff in delivering the nursery education provision well. Regular visits from the local authority provide a valuable source of evaluation, and any suggestions are implemented. Staff meetings and six monthly appraisals ensure that staff performance is monitored and evaluated. Regular training opportunities are offered to increase their knowledge and understanding of good practice. The setting is very committed to providing positive outcomes for children and continually evaluating their practice to meet children's needs.

Improvements since the last inspection

At the last care inspection the setting received two recommendations. To ensure the child protection policy includes a procedure to follow in the event of an allegation being made against a member of staff; increase play resources that provide positive images of disabilities.

The setting has addressed both recommendations. The child protection policy includes information on procedures to follow in the event of an allegation being made against a member of staff. These are shared with parents and are available in the policy booklet. The setting has increased the play resources providing positive images of disabilities which include posters and books. This increases children's understanding of diversity.

At the last nursery education inspection the setting was asked to extend opportunities for children to become familiar and recognise print on everyday objects. The setting has increased the amount of print within the environment to reinforce children's understanding that print carries meaning.

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 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):

- ensure that staff consistently monitor children's behaviour

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 review the organisation of the session with particular regard to story time and circle time.

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