

The Old School House Pre School

Inspection report for early years provision

Unique Reference Number EY363215
Inspection date 19 May 2008
Inspector Loraine Wardlaw

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Type of inspection Childcare
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

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.

WHAT SORT OF SETTING IS IT?

The old school house pre-school opened in November 2007. It is privately owned and managed and operates from a community centre in the village of Denmead, Hampshire. The pre-school is registered to provide full day care for 22 children aged two to five years. There are currently 10 children on the roll who access sessional care. Currently there are not any children who are in receipt of government educational funding.

The pre-school currently opens on Monday afternoon from 11.45 until 14.45 and on a Thursday afternoon from 12.00 to 15.00, term time only. The children have access to the jubilee room, the main hall, kitchen and toilet facilities and an outdoor area. The group is able to support children with learning difficulties/disabilities and those who speak English as an additional language.

The manager who works with the children, employs three members of staff to also work directly with the children. The manager, and two staff hold early years qualifications to Level 3. The group receives help and support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is satisfactorily promoted by staff at the pre-school. Children enjoy short walks in the fresh air, exploring the outdoor area with staff and take part in ring games on the grass. However, children do not have opportunities to use wheeled toys and climbing equipment to develop their skills. Children learn good hygiene routines; they wash their hands and dry them after using the toilet and before their lunch, using either paper towels or the freshly laundered towels, which minimises the spread of infection. Staff carry out good nappy changing procedures; they make it fun for children who enjoy pulling the rubber gloves to make funny noises. Children have access to drinking water and their own drinks throughout the session and enjoy a packed lunch provided by parents when they first arrive at the pre-school. Documentation which promotes children's health is not complete. Children's accidents are recorded appropriately, there is a system in place to record medication administered, but consent is not sought from parents to seek emergency medical treatment. Under three-year-olds receive sympathetic care and cuddles from staff who are in tune with their young needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for and play in a suitably safe and secure indoor environment. For example, because the building is used by the community, the main door of the play room is kept locked, and staff use keys to exit the room and accompany children to the toilets. Staff complete visual, daily checks on areas used by children and an annual risk assessment is completed by the setting. Children have undertaken fire drills since the group opened, but this has not been recorded by staff. Children are sympathetically reminded about how they can stay safe by the staff as they play. For example, when a child slips up in their socks they are cuddled and reminded that socks are slippery on the floor, but if they had their slippers on it would have prevented the fall. Staff supervise children well and when the children access the community toilets and the outside area, they talk about how the children can stay safe. Children play with a suitable selection of safe toys and resources which are accessible to them and rotated by staff. They are appropriately protected from possible abuse or neglect because staff know and can follow the procedure. However, staff have not accessed recent training to update their knowledge, particularly of the signs and symptoms of abuse.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children come into the pre-school happily and settle quickly. Staff provide a suitable choice of activities and experiences for children which gains their interest and promotes their learning. For example, two-year-olds love to dress-up in role-play clothes and pretend to sleep on the bed. Staff engage with children effectively to promote their language development and thinking skills; they often extend children's vocabulary and ask open ended questions, such as, when the children curiously look under the brick outside and they are asked what they think will be under it. Children enjoy looking at books together often talking about the pictures with a friend. They manipulate play dough, comment on the smell and are learning to use cutters and rolling pins to make shapes and models. Children enjoy contributing during registration time, and particularly like making marks and drawings about the weather, with the pen and wipe board.

Staff promote children's mathematical development spontaneously as children play; they count the woodlice they observe, count each other as they line up and compare size and shapes of the play dough shape cutters. Staff have started to observe children and make a record of their capabilities but planning their next developmental steps is not, yet, evidenced in the setting's curriculum planning system.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are understood by the staff who support children to develop positive attitudes to others. They are able to play with resources such as puzzles and books which depict positive images of diversity. Children's behaviour is generally good; they are learning to share through the sympathetic guidance given to them by the staff and the expected codes of behaviour. For example, when a child pushes another child who falls over, they talk about whether or not it was a kind thing to do and apologies are made. Staff are good role models to children by their calm and positive approach. Children's continuity of care is promoted through the staff communicating with parents on a daily basis. Parents value how approachable the staff are and are confident to discuss issues with them. A small parents notice board is available with some information on care, and there is a system in place for parents to view the groups policies and procedures, but these are not readily available to parents. Written consents from parents are not yet in place. A flexible settling in process is in place which meets each child's individual need.

Organisation

The organisation is satisfactory.

Children and parents experience a friendly welcome by the caring manager and staff. The setting is appropriately organised by the manager, who is working progressively on the newly registered provision, and aims to successfully promote the outcomes for children. The manager, who is experienced in early years work, is keen to raise the quality of the setting, by ensuring staff access future training. Sound policies and procedures are in place and implemented, but not all the necessary documentation is in place. Although the manager is knowledgeable about how to recruit staff, procedures are not written down and followed, to ensure staff are completely suitable to care for children; staff complete criminal records bureau checks, but nothing is in place to check their health. Staff ratio's are kept well to ensure children receive suitable supervision. There is appropriate use of indoor play space, but the outdoor area is not currently used to it's full advantage. The setting meets the needs of the children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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

On the basis of the evidence collected on this inspection:

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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):

- increase opportunities for children to develop their gross motor, physical skills
- ensure all the necessary consents are sought from parents and that the groups' policies and procedures are available to parents
- increase staff knowledge of child protection issues
- ensure staff recruitment and health suitability procedures are in place and are implemented

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