

Princess Louise Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	EY355191
Inspection date	29 April 2008
Inspector	Lynne Pope
Setting Address	Isabella Community Centre, Ogle Drive, Blyth, Northumberland, NE24 5EH
Telephone number	01670 546 099
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Registered person	Princess Louise Pre School Nursery
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Princess Louise Pre-School is run by a management committee. It operates from the Community Centre building in Blyth. It opened in 2007 at these premises, however, operated previously from Princess Louise First School. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 until 15.30 during term time.

There are currently 36 children aged from two to five years on roll. Children come from a wide catchment area. The pre-school supports children with learning difficulties and disabilities.

The pre-school employs three staff. All staff hold appropriate or higher early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have access to a clean, very well maintained environment which enables them to explore and learn in complete safety. Excellent procedures protect children when they are sick

and protect others from infection. Appropriate records are in place for the recording of any medication and accidents. There is a very low number of recorded accidents which reflects how safe the environment is. Children's confidence and knowledge about personal hygiene routines is developed at the initial introduction stage. They know where the bathroom is and children that have only started this week know they can go at any time and that they need to flush the toilet afterwards and wash their hands. Some become so enthusiastic that they want to wash their Wellingtons in the sink after outdoor play.

A particular strength of the provision is the excellent opportunities that children have for physical play and fresh air. They are able to choose to go outside at any time, no matter what the weather is doing. Appropriate clothing is provided to protect them from inclement weather, such as waterproof trousers and coats, woolly hats or sun hats. The garden is divided into two areas with an impact absorbing surface and a grassed area that leads to an area that is muddy. Water trays are available and a tray filled with paint. Children paint the paper on the fence and the fence itself. They take great delight in experimenting with the mud, splashing around in their appropriate clothing, digging, pouring muddy water and even sitting down in it. Staff encourage them in their activities by asking open-ended questions that encourage the children to reason and work out how things happen. Other children are involved in building using large building kits which they try to balance their bodies on.

Excellent procedures ensure that children's good health is promoted in fun and interesting ways. Fruit is provided at snack times where they are introduced to new fruits, such as a red banana. They discuss the colour of the skin and how it differs from a yellow banana. Will it look and taste different inside? Cress has been planted and grown the previous week with children observing the changes. Discussion in group time covers what should be done with it now. They decide to make egg and cress sandwiches for snack. The difference in an uncooked egg and a cooked egg is looked at and discussed with children being asked will the cooked egg look different inside to the uncooked egg. Throughout children are highly interested and motivated to participate.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is a very high priority and is promoted through clear and effective procedures. Access to the pre-school is extremely secure and efficiently maintained systems are in place to record visitors. The areas that children access are particularly safe because staff undertake risk assessments which include the resources, furniture and equipment. Actions plans are put in place for specific events which also look at the needs of all children including children with learning difficulties or disabilities. Meticulous planning goes into any outings that children go on. A risk assessment is carried out of the venue prior to the visit. Parental consent is sought and parents encouraged to help on the outing. All children wear a band that identifies them on the computer system through a coded number which gets sent to the police station before they leave for the trip.

Organisation of the premises is exceptional enabling children to make their own choice about where they want to carry out their activities. Extensive displays show children's artwork, attempts at writing and photographs of their activities. This gives children ownership of the environment. Staff have a very clear idea which means children can explore without fear of making a mess. For example, if water is spilled indoors it only needs clearing up if it is a safety hazards. If not, it is left for children to explore further the effects it might have. Excellent, well maintained resources are provided for children. They are set out on low level shelving which enables children

to make their own selections. Clear guidance from staff at the start of a session means that they get the best possible use out of what is available.

Staff have a very good understanding of their role and responsibilities under safeguarding children and have attended training in this area. Good policies and procedures are in place, including the procedure to be followed in the event of an allegation being made against staff. This means the welfare of the child is protected.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children flourish in this stimulating environment where they experience a wide variety of highly effective activities which contribute to their development both inside and outside the provision. They gain excellent levels of self-esteem and confidence through the consistent support and meaningful praise from staff. Careful explanations are given at the start of the session about what is available which motivates children in their learning and they quickly become involved in purposeful play. Staff stand back and observe them during their play, interacting where needed as they ask open-ended questions. This assists children very effectively in their development. Highly effective methods are in place to help new children to settle really well. Home visits are offered to the parent or carer where staff and the child can get to know each other. Introductory visits to the provision are made. Parents and carers can stay for as many sessions as their child needs before they leave them. New children that have started this week have settled extremely well. For example, they have started to form relationships with other children during their play as they share resources.

Nursery Education

The quality of teaching and learning is outstanding. Staff have a very secure and confident knowledge of the Foundation Stage. Written plans are extremely clear about what the learning outcomes are for children each day. They cover a wide and stimulating variety of the curriculum and explain in detail what the expected outcome is for children of different abilities and what staff's input should be. Space is available for staff to record what activities children decide to do or any comments that they have made. It is very clear for any visitor, parent, carer or new member of staff what is expected. Children's development is assessed in a wide variety of ways. Staff observe them during focused and free play activities each session. The session is reviewed at the end with staff discussing if it went well for particular children and what should be done next. Individual development plans are set for children with additional needs. Assessment files are compiled of children's development with examples of work, photographs of achievements. All of this assists the highly skilled staff to ensure that all children reach their full potential.

Children receive extensive and effective support for their play in the vibrant and stimulating environment. They are highly motivated and keen to try new experiences. High staff ratios ensure that individual children are well supported and the learning environment is accessible. They use their imagination exceptionally well in all their activities. They have enquiring minds and like to know about everything that is going on. Fantastic opportunities are available for them to explore which is a particular strength of the provision. For example, they look at cornflakes and talk about what they could do with them, they mix them with water and talk about the change, add colour and different scents, such as peppermint. One child reasons that the water makes the cornflakes soft. When some is spilled on the table it does not matter as they continue to study the changes. They show awe and wonder as they examine the differences between a raw and a cooked egg. Walks in the local environment help children to understand

about where they live. On a walk in the woods they think they have seen a bear. This leads to the home corner being turned into the 'Goldilocks and the three bears' cottage on their return. Writing skills are practised as they make their own books of the story. They attempt to write the title on the front and draw pictures inside.

Number for counting and calculating is taught extremely effectively in every day situations. At group time children are asked to guess the number of children present. They guess three, one and seven. When they count the number of children together they are asked is there more children than they thought? 'Yes' they reply. They are asked what numbers are used to write 12. They volunteer to write the number one and two on the white board. Everyday opportunities help them to manage their bodies in all available spaces, indoors and outdoors. For example, they have made home made instruments which they use while they sing with great enthusiasm familiar rhymes and songs indoors. This leads to them going outside and doing ring games where they move their bodies it time to the music they are making.

Helping children make a positive contribution

The provision is outstanding.

Highly effective methods help children to develop a very positive attitude and to understand about the wider world. Staff talk to them about their feelings with the help of a persona doll and use the expression on their own face to ask how do they think they are feeling? Children reply 'happy'. Outings are made in the local environment where children collect items, such as fallen leaves and twigs, and photographs are taken to generate discussion on their return. Very informative displays of the outing with artwork using a wide variety of materials, such as paint and the collected items, show what a good time they had. Visitors, such as the police, come into the setting so that children develop a better understanding of their role in the community. Children with additional needs are particularly well supported within the setting. The special needs coordinator has a well informed knowledge of her role. Parents and carers stated they have greatly benefited from the help and support that the setting has been able to give them in the identification of their child's needs and their child's further development. Children's spiritual, moral, social and cultural development is fostered.

Children quickly gain a strong sense of belonging in the setting. Staff continually praise and recognise children's efforts. Stickers are given as a reward with an explanation why it has been given. They are then praised in front of the group which helps to develop their self-esteem further. Children demonstrate a raised awareness of the ground rules that are set which results in their good behaviour. All children are focused and happily occupied with their activities. They take pride in their environment and quickly pack away toys at tidy up time.

Partnership with parents and carers is outstanding. Useful information is discussed at the initial visit which helps to identify children's likes, dislikes and personalities. They are kept informed about their child's learning and development and are encouraged to be involved at home. For example, children's development files are sent home at the end of every week and they are able to add their own observations of their child's activities before returning it. Open days are held where they can come in and observe what happens. Particular focus is on the early learning goals to develop their understanding further. An open door policy is operated for parents to speak to staff at any time. They are invited in each term to discuss their child's progress. Parents and carers stated that were extremely happy with the standard of care that their children receive and that they are kept well informed.

Organisation

The organisation is outstanding.

Overall, the provision meets the needs of the range of the children for whom it provides. Clear and robust systems are in place to check new staff so that suitable and highly motivated adults care for children. This includes procedures for when staff are absent. Replacement staff are brought in from an agency. Management check that they are suitably qualified and have had suitable checks carried out before they start. An induction is gone through to familiarise them with the setting before the children. All cover staff and visitors are introduced to the children and a simple understandable explanation is given to them for their presence. This helps to make children feel extremely safe and secure. Excellent arrangements are made for staff's progress and training. Space is used efficiently to provide an environment where movement is safe and easy but where maximum stimulation and learning opportunities are offered.

The leadership and management is outstanding. The setting is led by the very strong leadership of the manager. She is highly motivated and committed to developing her own knowledge of good quality childcare. Staff are influenced through excellent role modelling which motivates them through her enthusiasm. They work extremely well as a team. Effective communication between staff is fostered through weekly staff meetings. Staff are present before and after the children. This gives them the opportunity to look at planning, target staff for specific activities and focus them on the learning objectives. They communicate with each other during each session and reflect on practice at lunchtime and the end of the day. Weekly they evaluate the plan and set future targets together. The setting has realistic expectations and is continually evaluating to ensure they offer the best for each child.

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

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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