

Talbot View PreSchool

Inspection report for early years provision

Unique Reference Number EY365502
Inspection date 21 May 2008
Inspector Maria Lumley

Setting Address Talbot View Community Centre, 3 Alder Park, Alder Road, Parkstone,
Poole, BH12 4AY

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Registered person Beverley Woollard

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 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?

Talbot View Pre-school originally opened in 1992 and was taken over by the current proprietor in 2007. It operates from two rooms in the community centre which is situated equi-distant to Poole and Bournemouth town centres.

A maximum of 26 children may attend the pre-school at any one time. There are currently 64 children aged from two to under five years on roll, 55 children are in receipt of nursery education. The group support children that have learning difficulties.

The pre-school is open term time Monday to Thursday from 09:00 until 12:00 and 13:00 until 15:30, some children stay over the lunch time period. The pre-school is also open on Friday from 09:00 until 12:00. An outside play area is available which can be made secure. Children come from a wide catchment area. The pre-school employs eight staff including the proprietor. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good daily routines ensure children understand the need for good personal hygiene. They become independent in their self-care skills, for example, washing their hands before eating and after visiting the toilets. Children know the reasons why they need to wash their hands and a child comments, 'I washed the germs off my hands, I don't want to get a poorly tummy'. The provision of liquid soap and disposable towels minimise the risk of cross infection. Children play in a clean environment where they learn to follow good hygiene practices. Staff set good role model examples, for instance, cleaning the tables and toilets with anti-bacterial spray. Children who are infectious do not attend, this prevents the spread of illness. Parents are well informed about the procedures and recommended exclusion periods. There are seven staff members who hold a current first aid qualification and this means they can give appropriate care if there is an accident. Records of accidents and the administration of medication are well maintained and shared with parents.

Healthy eating is promoted well, as snacks such as fruit, vegetables and bread sticks, provide a good range of nutritious options. There is clear liaison with parents about meeting children's dietary requirements. For example, allergies are recorded and staff are vigilant, ensuring that children do not access foods that are not suitable for them. Parents provide children with packed lunches and staff work closely with parents to ensure that they provide healthy, balanced meals. 'Snack Pack', a guide to healthy eating in early years is available for parents to view with details ideas for healthy snacks and meals. Children begin to make drink choices, for example, they choose milk or water at snack time. They begin to understand about their own fluid intake for instance, they access the water jug for a drink when they become thirsty. Children enjoy a sociable snack time, they independently collect their bowl and cup, pour their own drink and help themselves to fruit. However, children's health is compromised as children scoop up fruit from the serving bowls using their hands.

Children develop good awareness of their large muscle skills, as a broad range of activities and equipment contributes to their health and physical development. The sports hall is equipped with hoops, balls, bean bags and cones. An obstacle course is set up and the children follow the course. They kick the balls and balance the bean bags on their heads as they manoeuvre between the cones. Children roll the hoops across the floor and run along side them to catch them at the other end of the room. They demonstrate good control of their bodies as they speed up, slow down and change direction as they run around. Children are presented with challenges to develop their small muscle control. They become focused when trying to do up zips, velcro and buttons at a planned activity. They carefully line up the edges of the zips and fit them together. Children show good levels of concentration as they do up the buttons. They use one-handed tools competently as they paint their pictures using brushes and use scissors for cutting.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and safe environment. Children's art work and bright posters are displayed around the rooms, this creates a child friendly and familiar surrounding for the children. Furniture, carpets and partition screens are well positioned in the halls. They effectively create safe areas for designated play, including table activities, physical activities

and floor play. Children move around the well organised environment with ease which helps them to settle well and feel confident. A written risk assessment is carried out on the premises and equipment on a daily basis by staff, this is then re-checked by the supervisors to ensure there are no hazards. For example, socket covers are in place and cleaning substances locked away. This protects children from the risk of accidental injury. Effective policies and procedures are in place to ensure children are kept safe. For instance, children are well supervised at all times and parents can choose to use a password if an unfamiliar adult is to collect their child.

Children use good quality, suitable and safe furniture, equipment and play resources, appropriate to meet their different needs. A range of resources are freely available to children by choice. They are positioned on low level storage units and this helps to develop their independence. Children are also learning how to keep themselves safe. They regularly practise the emergency evacuation procedure, consequently, know how to evacuate the building quickly in an emergency.

Children are well protected from harm because staff have a good understanding of their role in safeguarding children. Staff are aware of what action they are required to take if they have a concern about any of the children. There is a well written child protection policy which is shared with all staff and parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children have fun at the pre-school, they enjoy playing and learning. They settle well and engage in the broad range of play activities. Children are confident in the setting due to the good support given from caring staff. They confidently interact with each other and with visitors. Children benefit from a stimulating environment which is very colourful and interesting, in which they are happy, content and secure. Many resources and displays of their work are displayed at children's height and they enjoy revisiting these and talking about what they have contributed to. A child excitedly points out the London bus that they helped to make. Children enjoy threading, drawing, looking at books, playing with the airport, painting and play dough. Children are kept busy at all times and they show curiosity and interest as they play. They enjoy large group activities as well as playing in isolation or small groups. Children have good levels of concentration and spend considerable time engaged in purposeful play and completing tasks. For example, a group of children choose to use the threading cards. They become totally focused on threading the cord back and forth through the cards, and are delighted to show off their completed work.

Nursery education.

The quality of teaching and learning is good. Staff are very well informed and knowledgeable about the Foundation Stage curriculum, early learning goals and areas of learning. They have attended training and put their knowledge into practice offering highly organised and effective planning to support children's learning. Nursery education is delivered throughout the week. Monday mornings are specifically for those children that are due to start school in September and enables staff to focus on Nursery education to ensure that children are fully prepared for the transition to school. Children learn in small key worker groups. Key workers know the children extremely well and are responsible for continually assessing children and planning for their future learning. Staff skilfully adapt activities to meet the needs of individual children, giving extra support or additional challenge where required. For example, during a maths activity the member of staff clearly knows the abilities of individual children and ensures appropriate adjustments are made to the activity to suit them all. Some children are given a card with

triangle, rectangle and square shapes whilst more able children are offered more complex cards requiring advanced knowledge of shapes, including trapezoid and diamond shapes.

Staff use a range of effective teaching methods to teach children new skills, these include demonstration and discussion. For example, when children struggle to use the hula hoops a member of staff uses one herself. She advises the children to move their bodies to keep control of the hoop, saying, 'You need to move your hips like this'. The children attempt several times before they succeed. Throughout their attempts the member of staff remains close by offering support and praise which keeps the children motivated. Children excitedly show off their newly mastered skills and staff offer high levels of praise. The member of staff then extends this by asking the children to use the smaller hoops on their arms, this poses new challenges to the children. However, on occasions staff do not fully support children's own creative ideas. For example, when children paint pictures of dinosaurs and their Mummy their work is not fully acknowledged by staff.

Children listen attentively as a member of staff reads an 'ABC' flip book. A group gather around as she reads the book with enthusiasm which captures the children's interests. She asks the children questions to extend their learning. For example when she reads 'T is for Train' the member of staff asks the children if they can think of anything else that begins with 'T'. The children call out tiger and tree. The member of staff praises them for their efforts and the children are clearly happy that their achievements have been recognised.

Children show a strong sense of belonging at the setting. They congregate outside the pre-school waiting with excitement and anticipation for it to open. When staff open the doors the children rush in, one child calls out, 'Hurry up mummy, I don't want to be late'. They quickly seek out friends and staff and soon settle. Children have formed good relationships with each other, two children cuddle each other, one tells the other, 'You're my special friend'. Children confidently talk about their homes and families. A group of children play with the dolls house and this prompts a child to talk about their imminent house move. Other children talk about the homes they live in with their families, a child comments, 'My house is big and it has a chimney'. Children are interested and engaged in their play as they select and carry out activities by choice. Children's independence is being effectively developed. For instance, they serve their own food and pour drinks at snack time. Children have awareness of boundaries at the setting and follow the daily routine and expectations in a familiar manner. For example, they automatically stack their beakers and bowls away after snack time and help to tidy away toys.

Children develop good number awareness, they confidently participate in daily rhymes and group activities and spontaneously use mathematical language, for example, whilst making play dough cakes one child comments, 'My one's bigger and your one's smaller'. Children confidently count up to 20 and recognise numerals to 13. They are able to calculate when numbers are added. For example, a group of children count out seven pencils, when one of the children find two more pencils on the floor, they call out, 'Now there's nine'. Children enjoy the challenges of a shape activity and have developed very good knowledge of shapes. They confidently name triangles, squares, diamonds and trapezoids. They experiment with the shapes and put two triangles together to form a square.

Children explore information and technology and gather round to look at and have a go on the inspector's laptop. They use the key board and watch with excitement as text appears on the screen. Children have regular access to a laptop at the pre-school and are developing their computer skills. Children use the Bee-Bot and programme it to move in different directions. They press the directional arrows and watch as it moves along the mat. Children use construction

resources to create their own work. A group of children become engrossed whilst using Duplo to construct cars and trucks. They manipulate screw drivers to fit pieces together.

Children show interest in sounds and letters, for instance, they select their name card on arrival and transfer it to the board. More able children begin to write their name and less able children make marks using a variety of resources. They regularly participate in tracing activities where they show good pencil control, following straight and curved shapes. Children follow instructions well, demonstrating good understanding of language. A member of staff asks them to put their hands under, then on top of the table. They are then asked to put their hands in front of, then behind their backs. The children understand and follow the instructions. Children listen attentively when staff read stories, they show an understanding of the way books are made, starting on the first page and turning pages until they reach the end of the book.

Children have lots of opportunities to express themselves through art. They use chalk, paint and collage to make planets for their space topic. They make crowns and a big red bus for their London topic. Children freely express themselves when they draw and colour. A child talks about their recent holiday abroad and draws a picture of the swimming pool they swam in. Children spend considerable time moulding, rolling and cutting play dough. They tear off pieces of dough and squeeze it in their hand, one child comments that the dough has got warm and soft. Other children use scissors to cut the dough into small pieces and line them up along the table. Children show great imagination and pretend that one object represents another. For example, a child uses construction resources to make a 'camera' and goes round the room taking their friends photographs. They call out 'Smile and say cheese', before taking the pictures.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. Parents are complementary about the friendliness and approachability of the staff and the care provided. There are good systems in place to share information with parents. These include daily verbal feedback, termly reports and informal meetings with key workers which enables parents to discuss and contribute to their children's progress. Parents receive a detailed prospectus about the pre-school and this includes the group's policies and a good introduction to the Foundation Stage curriculum and early learning goals. Parents value the regular newsletters that they receive as this gives them vital information regarding staff changes and future events. However, some parents report that they would benefit from having planned appointments with their children's key workers to be able to discuss their children's progress in depth, further supporting their child's learning. Parents enjoy receiving children's work which they are able to take home and share with the extended family. Topics and themes are regularly shared with them. Parents value guidance and ideas given to them by their children's key workers, regarding activities they can do at home to support their child's development. For example, when a child struggles to remember colours the member of staff suggests that parents support their child by pointing out colours as they walk and drive, making it part of their daily routine.

Staff know the children very well. They have detailed child record forms and regular chats with parents make sure that they are well informed about their changing needs. Staff know that some children are less confident than others and they ensure that they take steps to entice and engage them into activities. For example, a child is on the periphery of activities, not having the confidence to join in with the group. A member of staff notices this and gently introduces the child to the activity. All children are fully included in the provision and individual needs are catered for. Additional support and resources are made available for children that have specific

learning difficulties. Use of pictorial cards and Makaton supports children that have difficulties with communication.

Children learn about the wider world through planned activities and access to resources and discussions. The group arrange for staff from the local Chinese restaurant to visit. They talk to the children about Chinese customs, dress and diet. The children have the opportunity to taste Chinese foods. They learn about people that help them in the community through planned topics and visits from ambulance and fire service, dental nurse and vet. Children are well behaved, they show care and consideration of each other. When a child struggles to do up a zip their friend comes over to the table and helps them. They say, 'Hold it here then pull the zip up like this'. The child is happy when their friend succeeds. Minor incidents are dealt with promptly and effectively. Good supervision and effective strategies including discussion and distraction prevent incidents from escalating. Staff reward children with high levels of verbal praise which builds their confidence and self esteem. Children also receive stickers for kind acts. For example, when a child helps to sweep the floor the member of staff gives them a sticker to thank them for their help. Children's spiritual, social and cultural development is fostered.

Organisation

The organisation is good.

The pre-school is organised well and records are up-to-date and meet the requirements of registration. Staff are well qualified and experienced. Their commitment to training ensures that the group continues to develop and consequently delivers high quality care and education for children. Good recruitment procedures ensure staff are suitable to work with young children, although due to the established team these have not recently been used. Staff receive thorough inductions that include the completion of mandatory training, including health and safety, fire training, child protection, risk assessment and behaviour management. These are completed over a five week period and ensure that staff are confident in their roles. Staff's good knowledge of policies and procedures supports children and promotes their wellbeing, however, staff have not fully considered children's health at snack time. Space and resources support children's learning and development well, enabling them to begin to make decisions in their play.

The leadership and management of the pre-school is good. The manager, supervisors and staff work effectively as a team, as clearly defined roles and responsibilities contribute to the overall good organisation. There is a clear commitment to the development of their practice and to the improvement of the provision, for example, staff are qualified, skilled and motivated, accessing training opportunities to support their learning and development. Daily communication enables staff to contribute to the broad range of experiences provided in the educational programme and to children's good progress. Appropriate systems monitor the quality of the provision. For example, the manager observes and reviews staff's practice and responds to findings accordingly. Liaison with the Early Year's Advisory team supports their practice and procedures. The setting meets the needs of the range of 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 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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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):

- improve the serving of snacks to minimise the spread of infection

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):

- further develop the systems to share information with parents
- ensure that staff fully support children's own creative ideas

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