

Priory Pre-School

Inspection report for early years provision

Unique Reference Number	EY362385
Inspection date	21 May 2008
Inspector	Claire Sheldrake
Setting Address	Priory School, Queensway, WESTON-SUPER-MARE, Avon, BS22 6BP
Telephone number	01934 511411
E-mail	jacky.mason@staff.priory.n-somerset.sch.uk
Registered person	Priory Community School
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?

Priory Pre-School re-registered in 2007. It is located in a self-contained unit within Priory Community School in Weston-super-Mare, who manage the provision. The pre-school is open during term time from 09:00 until 11:30 and offer a lunch club until 12:10. the afternoon session runs from 12:30 until 15.00. Registration is for a maximum of 20 children from two to five years. There are currently 48 children on roll and of these 19 are three year olds and 17 are four year olds. There are 10 children who receive help for specific learning difficulties, and at present no children have English as an additional language. There are seven members of staff, five of whom hold a relevant child care qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are introduced to good hygiene routines. They are learning about keeping themselves healthy and confidently talk about the new signs in the bathroom reminding them to, 'wash

their hands' and reduce the spread of germs. The children are mostly independent in managing their own toileting needs, and are fascinated with the introduction of a new 'foamy' soap which they say will 'stop any germs going into their tummies'.

Good systems are in place to ensure documentation supports children's health and well being. Accident records are maintained and signed in partnership with parents, and written consent for any medication or emergency treatment is gained from parents at the time of placement.

Three members of staff are trained in paediatric first aid and are confident about what to do if an accident happens.

Children are enjoying a healthy diet, and are introduced to new flavours, tastes and textures. They enjoy spreading their own sandwiches using ham and cheese, and most are keen to try the sliced cucumber and tomato. The children have constant access to fluids and each has their own drinks bottle to ensure they remain well hydrated in all weathers.

Children enjoy a range of physical activities where they can run, slide, scoot and move. Children are becoming aware of the effect of exercise on their bodies. They join in with ring games and action songs and describe themselves as 'hot' and that their 'hearts are beating fast'. They are gaining confidence using tools such as knives, scissors, rulers and pencils in their daily routines and activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in an environment which is warm, friendly, and appealing for children. The main play room is decorated with children's pictures, and photographs, and is set up with activities for children to quickly become engaged. The children are able to play outdoors all year round. A gazebo ensures children are safely shaded from the effects of the sun during the summer months and are also protected from the rain.

The pre-school room is kept locked and parents are greeted at the door at the beginning and end of each session. Identification is checked and a visitors log maintained, to ensure children do not come into contact with unsuitable adults.

The children have access to a good number of resources and there is enough equipment for the children present. These are regularly checked for safety and suitability by staff members.

The staff ensure that children play safely in the pre-school. They carry out daily and termly risk assessments of the indoor and outdoor areas, and promote good fire safety awareness using fire drills, which are practised at least every six weeks. The children are protected from hot wall heaters using appropriate guards and the water temperature in the bathroom is controlled to prevent scalding.

Children's safety and wellbeing is protected. Staff have a good knowledge and understanding of child protection and have recently attended training. However the child protection procedure used in the play room currently lacks information regarding the need to inform Ofsted of any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

On arrival children find their name card and stick this on to the board, and hang their coat on their pegs.

The children are happy and focused on the activities during the free play session set up inside and outdoors. They settle to play with the garage and cars, the painting activity and making a den. They listen carefully to instructions given by staff and respond quickly, when asked to help tidy up. The children enjoy singing activities and join in with the responses and actions, and keenly listen to the story of Lola.

Nursery Education.

Children separate from their carers with confidence and settle to their session well. They are interested in the activities on offer, both in and out of doors, and are keen to be involved. They are making good relationships with their peers and they interact well as a group. The children behave well and are familiar with routines, for example at 'helping tidy up' time. Staff support the children well, to enable themselves to negotiate conflict, using the egg timers when waiting for their turn.

Children are confident speakers, they listen attentively at story time, enthusiastically adding their ideas and respond eagerly as staff introduce the puppets. The children are developing good pre-writing skills, using pens and pencils as free drawing, and using stencils and painting activities.

Counting and mathematical activities are integrated into daily routines and activities. Children can count confidently up to 10 and sometimes beyond. They are acquiring a good knowledge of size, shape, sequence and measure through practical activities and are familiar with numbers in the written form.

Children have regular opportunities to explore colour, sound, texture and form, using all of their senses through painting, music, singing and craft activities. A good range of imaginative resources allow the children to express themselves and act out in role play.

There are many opportunities for children to explore and investigate. They enjoy planting and growing activities and children enjoy designing and building things. The children have access to technology through programmable toys, a computer and a toaster and microwave in the role play area.

The quality of teaching is good.

Staff have knowledge of the Foundation Stage and how children learn. They engage the children in organised activities, and observe the children and their choice of activities, which then inspire the short term planning sheets for the following week. At present these short term plans lack written information which identifies the learning intention, or what the children have gained from the activity.

Strong levels of interaction and motivation come from each member of staff, and this contributes to the success of group activities, especially seen during the story time. The staff instigate games with the children, for example 'the farmer's in his den' in the garden.

Each child has a learning profile, which is used in partnership with observations. These record the children's progress along the Foundation Stage, and are supported with photographs and examples of the children's work. A 'tree of achievement' is used to record daily observations of children and is then transferred to children's files. Staff use a key worker system and know each of the children well. This ensures all children's progress and development is monitored and recorded.

Helping children make a positive contribution

The provision is good.

Children are relaxed, settled and happy. They talk about themselves, and their families and are beginning to understand how they fit into their community. The children are learning about celebrating festivals, carrying out craft activities and trying foods. The children are encouraged to take part in the pre-school 'tidying up' routine and staff praise them as they pair up and work together to finish the job.

Children with specific learning difficulties are supported and included to help reach their full potential. Staff are knowledgeable, and prepare detailed reports to monitor children's progress and support their learning.

During both sessions the children behave very well. They are keen to be involved and remain focused. Staff are well deployed to interact if an incident occurs, and they encourage children to manage the conflict in the first instance for themselves. This is seen working well, as children use the coloured egg timers to support their quest to have their turn.

The children's spiritual, moral, social and cultural development is fostered. As they play outside, the children are excited by the wind. They delight as it blows the paper towels from the pile, all around the garden. They squeal with anticipation as the paper towels seem to leap forwards just as the children take a step to catch them.

The quality of the partnership with parents is good

A detailed notice board in the lobby, gives parents a good selection of relevant information to inform them about their child's session at pre school. Photographs are used for them to identify each of the members of staff, and their child's key worker.

Parental questionnaires and a regular newsletter are produced to share information with parents, and to encourage their awareness of the routines and activities which their children are involved in.

Parents are able to find out about their child's progress through the Foundation Stage as they look through their child's learning profile and when talking with their child's key worker.

Organisation

The organisation is good.

The children benefit from an organised daily routine, to allow them time for free play, planned activities, and plenty of outdoor opportunities. They enjoy part of the session as a large group to listen to stories, and join in with ring games.

The staff team is well established, and they deploy themselves effectively around the play room and garden, offering good levels of supervision for the children. Over half of the staff are qualified and all are encouraged to attend regular training sessions, to update themselves on current issues, and best practice.

Policies and procedures work well to promote children's health, safety and their ability to make a positive contribution. Personal information for each child is documented, and is kept confidentially, and each file is retained for the appropriate length of time.

The quality of leadership and management is good.

The staff team work very well together to provide the day to day care of the children, and they are supported by the head of the school, and the school governors.

The staff are involved in regular staff meetings, and these times are used to plan activities and themes, and discuss individual children's progress.

The staff each have an annual appraisal, organised by the Human Resources department of the school, and this includes an induction process and personal development wishes. A training budget has been set up for the group and staff are encouraged to attend training.

The staff deploy themselves carefully to ensure that children are well supervised, covering both the indoor and outdoor areas. They are flexible in their roles and make themselves readily available to talk to parents.

The staff team are well motivated and are committed to the high standard of care they offer the children.

Overall the provision 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 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 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):

- include details of informing Ofsted of any concerns in the child protection procedure.

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):

- review the short and long term planning to include more detail and evaluation.

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