

Community Corner Pre-School

Inspection report for early years provision

Unique Reference Number	EY363261
Inspection date	05 June 2008
Inspector	Rebecca Johnson
Setting Address	St. Annes C of E Primary School, Wyre Hill, Bewdley, Worcestershire, DY12 2UQ
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Registered person	Community Corner Pre-School Ltd
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?

Community Corner Pre-school Ltd has been running for 28 years and opened in 2007 at its current location in a self-contained unit at St Anne's Primary School in Bewdley. All children share access to a secure enclosed outdoor play area.

The pre-school is open each weekday from 09.00 to 15.00 during term time. Children can attend for a variety of sessions. A maximum of 30 children may attend the pre-school at any one time.

There are currently 53 children on roll of whom 48 are in receipt of funding for nursery education

The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are six permanent staff members and one temporary staff member who work in the pre-school. Of these, six have a relevant early years qualifications and one is working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's understanding and awareness of good health and hygiene is exceptionally well promoted through well-planned daily routines. Children learn about their personal hygiene and how to keep healthy. They automatically wash their hands at appropriate times during the day, for example, after messy play, using the toilet and before eating and know that they wash their hands to get rid of the germs. Children know when they need to blow their noses, ask for tissues, which are placed around the room, and dispose of the tissues appropriately in the bin after use.

Children's individual care needs are exceptionally well met because in-depth information is obtained from their parents at registration including medical information, consent for emergency treatment and details of any allergies. Regular discussions with parents ensure that information is regularly updated. Children are comforted if they become unwell and are extremely well protected from infection through clear procedures such as exclusion periods for sickness which are strictly adhered to. Children's welfare is further promoted as all staff hold a valid first aid certificate, the first aid box is regularly checked and updated and documentation such as accident and medication records are in place.

Children are very well nourished. They have exceptionally good opportunities to learn about healthy eating through topics and by growing fruit and vegetables in the garden. They are provided with extremely healthy snacks such as a variety of fruit, crackers, cheese and cereals. Children understand the importance of eating healthy food and are able to say what foods are good for them. Children have healthy alternatives in their lunch boxes. They do not bring sweets and staff provide information to parents on healthy alternatives for lunchboxes and show through displays on parents evening how much sugar is in different foods. Children with allergies have their needs met because staff liaise with parents before children start and also throughout their time at the group.

Children enjoy excellent opportunities to experience physical activity and develop their skills. They access an extensive range of activities such as climbing frames, slide, tunnels, cars, bikes and scooters which enables them to develop their confidence on a wide range of equipment that provides challenge. Regular opportunities are provided for all children to have physical play both inside and in the fresh air. They have access to the school adventure playground which includes balancing and climbing equipment and can run, jump-hop and move confidently avoiding obstacles and each other.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe as a result of the staff's excellent awareness of health and safety and the wide range of supporting policies and procedures. High priority is given to reducing the risk of accident or injury and risk assessments cover all areas used by the children. Robust attention is given to all aspects of safety inside and outside the setting and children learn the importance of keeping themselves safe through planned and unplanned learning activities such as how to walk safely past the water activities in case the floor is slippery and how to climb safely. They are further protected through in-depth evacuation procedures which are regularly practised.

The organisation of space ensures that children can choose independently from activities and move around freely and safely.

Children are cared for in premises that are welcoming and child centred. Staff ensure that children and parents are welcomed individually as they arrive and spend time talking to them. Displays are striking, bright and at child height and children's work and photographs are displayed. All areas are brightly decorated and clean which creates a welcoming environment. Children are kept safe as the premises are extremely secure and there is an excellent procedure for the arrival and collection of children to ensure that their safety is maintained at all times.

Children are exceptionally well protected from harm because all staff have an in-depth understanding of their role in child protection. There are clear and thorough child protection policies and procedures in place. All staff understand known indicators of abuse and are aware of the procedures they should follow in the event of a concern about a child in their care. Therefore, children's welfare is promoted and safeguarded.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely confident, independent and have good self-esteem because staff give them time to develop and settle into the setting at their own pace. Their self-esteem is further encouraged as one child chooses the afternoon's activities and all children help to tidy away and tackle the task enthusiastically. Staff offer encouragement and praise at all times. Children's work is displayed and children are proud of their achievements and readily show and point to what work is theirs.

Staff have an in-depth knowledge of the children's starting points, because they discuss them with parents before the child starts and carry out base line assessments and observations to find the child's developmental range, likes and dislikes. Children are building positive relationships. They actively seek out staff to help them and join in their games, for example in the role play area or for a reassuring hug.

There is an impressive range of age appropriate resources which children can easily access. Children have first hand-experiences to develop curiosity as learners because staff encourage them to take part in activities such as squeeze bottles in the water and investigating African land snails. All experiences are fully extended to ensure that children reach their full potential.

Nursery education.

The quality of teaching and learning is outstanding. Staff are animated and inspirational and use their excellent understanding of the Foundation Stage Curriculum, stepping stones and early learning goals to help children progress in all areas.

Planning, observation and assessment is impressive and clearly shows areas of learning to be covered. Staff's wealth of knowledge and expertise is used to ensure positive outcomes for children. Children consolidate and extend their learning as staff frequently ask questions and use every opportunity in the setting as an extension to learning. Children's progression is monitored and encouraged through planning and evaluations. Spontaneous and planned observations are used to extend planning to move children forward. All children have "A Book About Me" to record their achievements and progress through the setting. It is divided into areas of the curriculum and broken down into stepping stones.

Children have a positive attitude to learning and are interested, excited and motivated to learn. They are confident to try new activities and become totally engrossed in their play, for example, when playing with the aeroplanes and in the role play area. They are interested, and motivated to learn and try activities, often jumping up and down with excitement and eagerly talking about the activities they are going to try. Children have excellent personal independence skills. They choose activities and access the toilets independently. Children are beginning to form good relationships with adults and their peers. They wait for their friends to sit by them at snack time and seek them out to join them in their activities. They understand the importance of sharing and take time to make sure that everyone can access resources, for example when colouring with the felt tip pens.

Children use speech to organise and explore real and imagined experiences, ideas and feelings. They chat happily to each other, animatedly talking about what they have done both at pre-school and at home. Children enjoy listening to stories and join in their favourite ones with excitement and vigour. They look at books, read favourite stories to each other and are beginning to use books for reference, for example, when looking at books about harvest and autumn. They link sounds and letters and are able to recognise the sound their name begins with. Most children are beginning to form recognisable letters and some can write their name.

Children are developing number and problem solving skills through a variety of activities which enables them to use numbers spontaneously in their play. All children can count to 10 and older children beyond. They recognise that numbers are used in everyday situations, for example, when playing hide and seek and when counting how many children need a chair to sit on the bus. They can name and match shapes such as star, triangle, square and circle. They use maths to weigh and measure and use language to describe position and size when making 'the biggest bus' and a 'massive aeroplane'.

Children enjoy exploring and investigating new and familiar objects. They know about the uses of everyday technology and use Information Communication Technology and programmable toys such as tills in the shop, calculators and phones. They expertly use the computer, keyboard, mouse and interactive white board without adult help. They can eloquently name all the days in the week and know what day it was yesterday and what day it will be tomorrow. Children observe, find out about and identify features in the place they live and the natural world. They find out about their environment through topics on mini beasts where they watch frogspawn turn into frogs and caterpillars to butterflies. They help to look after the African land snails, grow plants from seeds and enjoy caring for them and know that frogs put their tongues out to catch flies. They talk about the weather and know that it is windy when the mobile outside the window moves.

Children move confidently with control and co-ordination in a variety of ways including jumping and crawling. They move imaginatively and safely under, over and through balancing and climbing equipment. They show an awareness of space both for themselves and others and negotiate obstacles and each other with dexterity and co-ordination both when running and when riding bikes. They recognise the importance of staying healthy and the changes that happen to their bodies when they are active, for example, sitting down when they have been running because they are tired.

Children explore colour, texture, shape, form, and space in two or three dimensions. They make collages and use paint in a variety of different ways. They recognise and explore how sounds can be changed and sing simple songs from memory. All children join in excitedly with singing and music activities where they march and play their instruments in time to the music. Children

use their imagination in the role-play area which is regularly transformed into different scenarios such as a shop, a vets and a travel agent. One group of children become totally ensconced in their own little world when pretending to be fairies.

Helping children make a positive contribution

The provision is outstanding.

Children are treated with equal concern and are highly valued and respected as individuals. They have excellent opportunities to develop an understanding of the wider world because the setting introduces them to the wider multicultural society and provides an extensive range of resources and activities that help them to develop an understanding of diversity. Children's individual needs are identified and met extremely well. Children with disabilities are effectively supported and experienced and knowledgeable staff enable children to flourish. Strategies are in place to identify and support children with individual specific needs and staff work with parents and outside agencies to enable children to reach their full potential. The children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is exemplary in proportion to their level of understanding and maturity, because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. Children understand clear and consistent guidelines and expectations of behaviour. They play harmoniously together and are learning to share and to take responsibility for their own behaviour. Staff are excellent role models and promote children's confidence and self-esteem through positive praise and encouragement.

Parents are provided with in-depth information about the setting through notice boards, newsletters and daily chats with staff. Parents are encouraged to be actively involved in the group and their expertise is sought and valued.

The partnership with parents and carers is outstanding. The setting provides excellent information to parents about the Curriculum guidance for the foundation stage and encourages parents to participate fully in their child's learning. They receive information about their children's progress both through daily conversations with staff and parents evenings. Planning is displayed and parents receive a copy of their child's individual play plans. The partnership with parents ensures continuity between home and nursery, so that children settle well and achieve their full potential.

Organisation

The organisation is outstanding.

The pre-school offers a warm and welcoming experience where children are happy and settled. Children's care is further enhanced by excellent organisation, and resources to support and extend their development and learning. Staff are well qualified and effectively deployed to ensure that children receive a high level of care and attention.

Comprehensive, detailed documentation is in place and regularly reviewed to ensure that requirements are met. There is an effective operational plan in place which includes an extensive range of additional policies to ensure the smooth running of the setting.

The leadership and management of the setting is outstanding. Effective steps are taken to plan ahead, evaluate and improve the service offered. Recruitment and vetting procedures are robust

and ensure that staff are of high quality and well qualified. Ongoing training and appraisals for staff supports children's development and learning.

Management and staff are enthusiastic, dedicated and work very well together. They are totally committed to providing a high level of care and education for the children and are constantly looking at and implementing ways to move the setting forward. 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

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The quality and standards of the nursery education are outstanding.

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