



## **The Corner Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY308683
<b>Inspection date</b>	03 October 2005
<b>Inspector</b>	Lisa Jane Cupples

<b>Setting Address</b>	St Cuthbert's Trust, Lichfield Road, Portsmouth, Hampshire, PO3 6DE
<b>Telephone number</b>	077480 64829
<b>E-mail</b>	
<b>Registered person</b>	The Corner Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding.

### WHAT SORT OF SETTING IS IT?

The Corner Pre-School has been registered in the new premises since June 2005. It operates from a room in St Cuthbert's Trust Centre. It is situated in a residential area of Portsmouth. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open from 09:15 to 11:45 Monday to Friday and 12:30 to 15:00 Monday to Wednesday during term-time only.

There are currently 35 children aged from 2-years 9-months to 5-years on roll. Of

these, 25 children receive funding for nursery education. The pre-school serves the local community and surrounding areas. The group supports children who have special educational needs and who speak English as an additional language.

The pre-school employs 6 staff. Of these, 5 hold relevant early years qualifications and 1 member of the staff team is currently working towards an early years qualification. The setting receives support from the Early Years Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children understand the importance of good self-care skills as they wash their hands at appropriate times. They learn about keeping clean as they talk about getting 'rid of germs' before snack time. Children benefit from the good hygiene procedures in the pre-school, which are implemented effectively by all staff. This helps to keep the children healthy and protected from the spread of possible infection.

Accident and medication records are in place and most are maintained well, however some entries in the records do not include the children's full names, this could cause confusion about which child is being referred to. The fully stocked first aid box is stored in the kitchen area, easily accessible in an emergency. Most of the staff team have current first aid certificates and the supervisor ensures that at least one first aid qualified member of staff is present during each session. This ensures the children will receive appropriate treatment in an emergency.

Children are beginning to learn about the importance of healthy eating through daily routines and the settings healthy eating policy. Staff work closely with parents to provide an extensive range of healthy snack choices for the children. Parents also provide a wide selection of fruit, vegetables and salad for the children. Topics and themes are used to help promote healthy eating, developing the children's understanding.

Children have ample opportunities to develop their large muscle skills during a wide range of physical activities. Children demonstrate how well they can balance on the stepping-stones during free-play, showing how they have learned to stretch their arms out to help them balance. Children are beginning to recognise the changes to their bodies during and after physical activities. Fresh drinking water is available throughout the session from a small water tank to one side of the room. Children access this independently and enjoy filling their cups from the tap fitment. They talk to each other about being thirsty after running around and 'all that skipping!'.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children benefit from an extremely safe and secure environment because the staff are vigilant and remove any possible hazards, for example, they remind the children

about the dangers of toys being left on the floor and clear up spillages quickly and efficiently with little fuss to prevent children slipping. Children are made aware of dangers through general conversation and consistent rules, for example, they know they must not run in the pre-school. Children learn how to keep themselves safe by practising regular fire drills, they know exactly what they must do if they hear the fire alarm. Comprehensive risk assessments are in place covering all aspects of the pre-school and are reviewed regularly. All staff are aware of their individual roles and responsibilities towards the safety of the children and the premises. The front door is kept locked and all visitors have to ring the bell to gain entry. Visitors also have to sign in and out of the building, keeping the premises and children secure and ensuring that no unvetted visitors have access to the children.

The premises are bright and welcoming and children's work is displayed effectively on screens around the room, making them feel valued. Children benefit from using an extensive range of safe resources because procedures are implemented effectively to ensure all equipment is checked regularly.

Children are well protected because all staff have an extremely clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the settings responsibilities. All existing injuries and incidents are recorded and parents sign to acknowledge the entries, helping to keep children safe and protected.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children benefit from the good organisational skills of the staff team, they all arrive before the children to set up the room and the days activities. Children are able to freely access resources from low-level storage units around the room. They self-select items and show high levels of independence, which is actively encouraged by all staff. Children thrive in this stimulating and exciting environment. They are extremely eager to try new things and enthusiastically participate in the extensive range of activities on offer. Children are happy and settle quickly on arrival, talking openly about their own experiences. Staff know the children well and are able to ask open-ended questions, encouraging the children to share their ideas and thoughts with confidence.

The setting has experience of working with children who have special educational needs and children who have English as an additional language. Very strong systems and procedures are in place and implemented effectively to support the children and their families, for example, the pre-school use an interpreter who attends each session with a child. This helps the child to settle in and participate fully in the wide range of activities. This makes the child feel valued, respected and part of the group.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff have an extensive working

knowledge and a thorough understanding of the Foundation Stage and the early learning goals. Each activity is linked to specific stepping stone, aimed at the needs of the individual children. Staff show an awareness and familiarity with each area of learning, helping to ensure children make very good progress across the board. The staff team work exceptionally well together, continually gleaning information about the children's individual achievements and identifying their next steps. The staff team plan the well balanced curriculum together at staff meetings, sharing information about each child and incorporating their needs into the short term plans. This ensures every child is able to reach their full potential through purposeful activities and strong support from all the staff.

Staff find new and innovative ways to ensure the children are focussed, interested and motivated, for example, children are talking about conkers and horse chestnuts at this time of year. Staff were planning some weighing and counting activities. In order to interest the children, staff decided to use conkers as a resource, the children enjoy counting and weighing them. The children are thoroughly engrossed, discussing the different sizes and shapes, seeing which ones are heavier or lighter. Staff get to know each child and their level of understanding extremely well. This enables them to differentiate all activities to meet each child's understanding. Children flourish because they feel valued and are able to reach the achievable targets, building their self-esteem and creating confident learners.

Children are making very rapid progress towards the early learning goals in all areas. Children's social skills are developing extremely well, they are keen and eager to join in all the activities, asking questions to learn more, showing curiosity. Children show very high levels of concentration and become engrossed in the activities provided, confidently suggesting new ideas, co-operating well and sharing their feelings. Children's vocabulary is developing well and staff introduce new words at every opportunity. Children understand that text has meaning as they handle books independently and make good use of the comfortable book area. Children hold the books correctly and pretend to read stories to each other. Children count confidently up to and above 10 throughout the day using one to one correspondence with everyday items. Children use mathematical language with confidence, talking about shape, size, position and quantity during their play.

Children have many opportunities to use and handle an extensive range of natural and manmade materials. Children have a good sense of time and place, as they recall past events and activities. They use their imaginations extremely well during role-play, musical movement and art and craft. Children are able to self-select resources to use their imaginations, creating their own ideas. Staff ensure that all craft activities are not adult led, providing children with extensive opportunities to familiarise themselves with the materials and begin to understand their different properties and uses.

### **Helping children make a positive contribution**

The provision is outstanding.

Staff have a clear understanding of equal opportunities and children benefit greatly

because they have equal access to the vast array of resources, activities and staff attention, helping them to feel valued and respected. Staff take the time to get to know each child and their families well, helping to build strong relationships. Children benefit because staff are able to plan and organise activities and daily routines to meet the needs of each child who attends. Staff implement the comprehensive policies and procedures effectively. Children are treated as individuals, therefore the children's spiritual, moral, social and cultural development is fostered. Children have access to an extensive range of multi-cultural resources throughout the pre-school, developing their understanding of the world around them.

The pre-school supports children with special educational needs. The two deputy supervisors work as the settings special needs co-ordinators. They have attended training and have an exceptionally clear understanding of their role, closely liaising with parents and other agencies effectively to support the children and their families. The supervisor has also completed training, so she is able to support the two deputies in their role. Staff manage the children's behaviour consistently and with a calm and relaxed approach. Clear rules and boundaries are in place, ensuring the children know exactly what is expected of them. Staff are extremely positive role models, encouraging the use of good manners and politeness at all times. Children are beginning to understand right from wrong and behave exceptionally well because staff give clear explanations, relative to each child's level of understanding.

Children benefit from well established relationships with parents and carers, which help to secure the relationships they build within the group. Staff develop very strong relationships with the parents and take the time to get to know each family well. Parents complete detailed registration forms about their children, which are discussed in detail with the supervisor and the child's key worker, this helps to ensure that children's individual needs are fully met. Parents feel staff are friendly and approachable, they are able to discuss issues with the staff at any time. Parents receive newsletters and the notice board is used effectively to keep parents informed. They also have access to the settings full policies and procedures.

The partnership with parents of children who receive funding for nursery education is outstanding.

Parents receive high quality information about setting and the curriculum. Each half-term the supervisor sends out information sheets about different areas of learning, activities and ideas for the parents to complete at home with their children. This enables the parents to become involved in their children's learning. Parents have access to their children's progress records at any time and are able to make written contributions about their children's learning at home. They also use the home link library books to share information. Parents are encouraged to be involved with their children's learning by staying as long as they like when they bring their children into the setting. They are able to take books home and staff keep them informed about topics and themes through the newsletters and activity sheets, helping to build good links with home.

## **Organisation**

The organisation is good.

Daily routines are organised exceptionally well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied, interested and stimulated throughout the sessions, which has a positive effect on behaviour. The ratio's are maintained at all times and staff deployment is extremely effective, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides. Comprehensive procedures are in place to ensure all adults are checked and new staff complete an in depth induction programme, ensuring children are safe. Children are well protected because all policies and procedures are implemented effectively. Most of the required paperwork and documentation is maintained to an extremely high standard and is readily available for inspection at any time.

The leadership and management of the setting is outstanding. The committee strongly support the staff team. The supervisor is responsible for the day-to-day running of the group and the performance and contributions of the staff team. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The setting successfully assesses it's own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Staff complete self-assessments which are discussed during the appraisal process. The assessments are used to identify strengths, weaknesses and training needs. The staff team work exceptionally well together, providing a stimulating and vibrant environment for the children. The whole staff team are responsible for effectively monitoring and evaluating the curriculum and delivery of the nursery education. Each activity is evaluated, taking account of the resources, numbers of children, level of differentiation and how the aims and objectives are or are not met. Staff all contribute to the curriculum, using their key worker notes and observations to ensure each child's individual needs are covered in the short term planning, helping each child to reach their full potential. Children benefit from the extensive knowledge and experience of the staff. They are extremely committed and dedicated to ensuring the quality of care and education is continually improved for all the children.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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 outstanding.

### 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):

- ensure children's full names are recorded on all documentation

#### 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 *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)