



Jackanory Pre-school

Inspection report for early years provision

Unique Reference Number	EY282018
Inspection date	05 October 2005
Inspector	Anne Jacqueline Nicholson
Setting Address	Chobham Community Centre, MacMahon Close, Chobham, Surrey, GU24 8NG
Telephone number	0780 1120408
E-mail	
Registered person	Jacknory Pre-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?

Jackanory Pre-School has been established since 1971. It has recently been re-registered in 2004 due to moving to new premises. The pre-school operates from Chobham Community Centre and serves the local community and surrounding areas. They have access to two rooms on the ground floor, kitchen, outside play, toilet and wash facilities.

There are currently over 50 children on roll. Of these 35 children aged 3 and 4 year

old receive funding for nursery education. The setting makes provision for children with special needs and for children who speak English as an additional language.

It operates five days a week during school term time. Sessions are from 09:15 until 12:15 and children can attend for a variety of sessions. A separate group operates between 09:30 and 12:00 for 2 year olds.

Currently 10 members of staff work with the children on various days, of which 4 members of staff have recognised early years qualifications and 1 member of staff is on a training programme. A First Aid certificate is held by 3 staff members.

The setting receives support from the Local Authority and Preschool Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide variety of activities that help to promote their good health and encourage their development of a healthy body. They enthusiastically enjoy games and resources that promote physical development both indoors and out. These include playing in the sand pit, basketball, ride in cars and ride on vehicles, hoops and balls. Children enjoy playing in the 'garden area' and they can make the most of any weather as they always bring Wellington boots to the session.

Children's welfare and health needs remain protected through the implementation and consistent use of a comprehensive range of health forms. Children learn and demonstrate, through effectively implemented routines, a good awareness of the importance of good personal hygiene. They gain an awareness and understanding of why they need to wash their hands after visiting the toilet and before eating food through regular explanations from staff. Parents provide information to ensure their children receive the correct dosage and appropriate treatment for allergic reactions and asthma. Staff demonstrate an awareness of how to administer any invasive medicines and inhalers.

Children's dietary needs get recorded on registration forms and staff remain vigilant of these. Children receive a good variety of nutritional snacks throughout the year. Children sit with staff at the table during snacks and enthusiastically interact with each other. Staff acknowledge this as a valuable sociable time for all. Children receive encouragement to drink, especially in warm weather to prevent dehydration.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive to a bright and welcoming environment where an abundance of appealing resources and activities are already in place for them to access. They enjoy playing in well-organised rooms where they can safely and independently

access resources. Children can safely access the centre toilets, supervised by staff. Each day the staff ensure that these are in a good hygienic condition with stools, hand basins, liquid soap and paper towels available to make them more child user friendly.

Children remain safely protected and escorted when on the premises through good staff deployment and risk assessments. Good attention to detail is paid when ensuring their safety. For instance, staff always ensure someone supervises the door at the start and end of day, the sandpit lid remains secured to the fence when off the sand pit and a barrier is placed across the garden door whilst staff prepare the outside area. Before commencing on outings staff ensure that parental consent forms and risk assessments are completed. Children participate in fire drill practise some time during the term to ensure they are familiar with, and aware of, how to evacuate the premise if a fire or incident occurs. Currently these do not get recorded or evaluated by the pre-school.

Children develop an awareness of personal safety within the provision through staff communicating clear explanations and safety guidance. Clearly written child protection policies, based on the Area Child Protection Committee procedures, safeguard children's safety and welfare. Staff demonstrate a sound basic knowledge of child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Both older and younger children enter to find their rooms fully prepared and set out with an abundance of resources and activities for them to freely access. Children enjoy an excellent range of appropriately aged and stimulating resources both inside and outside. Careful planning by staff, using the Foundation Stage Guidance and Birth to Three Matters, ensures that children receive a good balance of activities during the term. Children enthusiastically play with the resources on offer including role-play in the home corner, relaxing with a book in the cosy book corner and being creative with the paints, glue and 'junk' modelling materials. Children respond with enthusiasm and great animation to the activities and challenges set. They confidently develop their own play ideas for example children outside creatively use the Hobby Horses and resources to develop a 'show jumping' game. Staff fully enable this to happen by providing sufficient resources for all to use and giving good support to them during their play.

The quality of teaching and learning is good. Children participate in a good range of activities that supports good progress in all areas of the Foundation Stage Guidance. Most staff demonstrate a sound knowledge and understanding of the Foundation Stage and Stepping Stones and ensure that all areas of learning are covered in planning. New staff receive support and direction from colleagues to improve their knowledge.

Children receive encouragement to sit quietly and listen especially during circle time, they answer their names and happily participate in conversations about the day, season and weather. Children's confidence develops because staff provide plenty of

encouragement and praise when they participate and achieve a personal goal within the session. Their personal independence skills develop through receiving encouragement to clean their hands and try to put on their coats and shoes. They behave well, receiving consistent messages from staff about acceptable behaviour and encouragement to take turns and share. Children listen attentively to stories whether as part of a group or as individuals with staff in the comfortable book corner.

Children have opportunities to count and recognise numbers up to 10 and beyond when singing familiar songs or completing the weatherboard. They sort according to size when using the junk modelling and joining shapes and threading shapes. Children readily talk about significant events in their own lives and topics like 'All about me' support this. They gain a good awareness of religious festivals around the world, however they have limited opportunities to find out more about the cultures and countries of others.

Children freely move around in the fully enclosed outside area where there is an abundance of good quality resources for them to use to develop their imagination. They demonstrate their emerging spatial awareness and physical skills as they ride around on scooters and in cars with minimal collisions occurring. Both older and younger children use the tools and malleable materials with increasing dexterity and competence. For instance, children confidently use scissors, spread glue and manipulate the play dough (with their hands and a variety of different tools to cut and roll). Older children competently use the hammer and nail shape boards, demonstrating their awareness of how to use them safely. All children use paint and pencils freely and enjoy opportunities to explore a variety of materials such as sand, fabric, pasta, wool and straws during the session.

Helping children make a positive contribution

The provision is good.

A clearly written equal opportunities policy is in place, shared with parents and implemented by staff. Children learn to value themselves and others through planned activities and topics, for instance discovering all about themselves and their families in 'All about me'. Children observe positive visual images, displayed around the pre-school in the form of posters and photographs, showing people with special needs and those from different cultures. Staff demonstrate a good awareness of how to assist children with individual and special needs and give regard to the code of practice (2002) for the identification and assessment of special educational needs.

Children and parents are greeted by staff on first name basis and this assists in developing positive relationships. Procedures for behaviour management are understood and implemented by staff and shared with parents. Children behave very well and show good manners. They demonstrate a good awareness of what they can and cannot do and how they should behave in pre-school. Children receive positive encouragement and praise when they show good behaviour with staff being positive role models to them. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children are looked after according to parents' wishes. Parents share information about their children through completing

registration forms thus ensuring staff have all relevant details. Regular newsletters, a registration notice board and a parents' notice board with table ensures that parents receive good information about the provision and what activities are planned for children. Parents receive active encouragement to support the pre-school through fundraising activities, joining the committee or participating in the session through the parents' rota. A written statement of procedures where parents have a complaint is in place.

Organisation

The organisation is good.

The pre-school is organised effectively and a good variety and range of resources are set out ready for children to view and enjoy when they arrive. Staff ensure that these are rotated through careful planning and recording on a weekly resources plan. Children's safety and welfare remain protected through staff undergoing good recruitment, vetting and induction procedures. Clear written policies and procedures, which receive regular reviewing, remain readily available to all parents and staff. Staff understand the importance of maintaining confidentiality. Older children benefit from the effective implementation of the Foundation Stage Guidance and younger children from Birth to Three Matters guidance. This ensures that the needs of the children are met.

Leadership and management is good. Management have clear objectives and defined roles and responsibilities for staff and parent helpers. An enthusiastic staff team work well together to continually improve the provision and their own professional development. Management and staff monitor the delivery of the Foundation Stage and Birth to Three Matters and are aware of some aspects that require developing further, such as recording evidence.

Improvements since the last inspection

The previous Nursery Education inspection raised three key issues. Firstly the pre-school was recommended to develop the planned opportunities for children to develop an awareness of the cultures and beliefs of others. Staff now seek information on festival and cultures through reference books. They ensure that festivals are planned into the timetable and have increased resources to support themselves and for children to access. However children still enjoy limited opportunities to gain an awareness of other countries and cultures in the wider world.

The pre-school was recommended to continue to develop the planning, assessment and recording so that children's individual progress through the stepping stones towards the early learning goals is appropriately reflected and children's individual needs are met. They have introduced the Green Stepping Stones of the Surrey Child Profiles, as well as Blue and Yellow, to ensure that all children's progress through them can be recorded (including older and more able children). All staff members are advised of weekly targets so individual needs are met with the resources available.

Finally they were asked to provide additional opportunities for parents to gain

information about their child's progress and to share what they know about their child. Parents now receive a letter each term inviting them to an open morning to discuss their children's progress, see their personal profile files and to share information.

Complaints since the last inspection

There are no complaints to report 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.

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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 that fire drills are regularly carried out, recorded and evaluated

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):

- develop further all children's awareness of other cultures and countries.

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