



Rudham Pre-School Group

Inspection report for early years provision

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Inspector Marianne Gascoyne

Setting Address The School House, School Road, East Rudham, King's Lynn,
Norfolk, PE31 8RF
Telephone number 01485 528 487
E-mail
Registered person East & West Rudham 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 satisfactory. 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?

East and West Rudham Pre-school opened in 1986 and moved to its current premises in 1998. It operates from the ex-school house for East and West Rudham school. Children have access to the whole of the ground floor and a secure enclosed outdoor play space. They also share the use of the school grounds. A maximum of 16 children may attend the setting at any one time. The pre-school is open every morning from 09.00 am - 13.00 pm. It is also open on a Wednesday afternoon at

certain times of the year, depending on demand.

There are currently ten children aged from two to five years on roll. Of these, five children receive funding for nursery education. Children who attend come from East and West Rudham and surrounding villages.

The pre-school is committee run and employs two members of staff who both hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy outdoor play on a daily basis and learn of the need to dress appropriately as they put on coats, boots and gloves to play outside on a rainy day. They are aware of the need to wash hands before eating and after handling the pet gerbils 'because of germs' and are reminded to flush the toilet after use. The sick children policy and hand drying facilities help prevent the risk of cross infection. Nappy changing facilities are not suitable to prevent this risk and ensure children's dignity and privacy are respected. Children help clean the table in preparation for snack, learning of the need for good hygiene procedures at this time. Projects on growing and caring for teeth are undertaken to help develop children's understanding of healthy living. The standard of cleanliness of some the equipment and areas of the premises is poor. There is, therefore, a potential risk to children's health as they play with equipment which could be put in their mouths.

Children's understanding of healthy eating is being developed as they enjoy snacks of toast and fruit and discuss the need to eat nutritious foods. Details of any special dietary requirements are obtained on registration to ensure there is no risk of an allergic reaction. Parents provide lunches for the children and discussion takes place with them about the content of lunch boxes to ensure they are supporting the healthy eating ethos of the group. These are social times and the provision of plates for sandwiches at lunchtime promotes good practice. Water is available on request, but children are not able to access water independently throughout the year.

Children's physical skills are encouraged in the exciting, stimulating outdoor area. They are able to be adventurous and take risks within a safe environment. They learn to control their bodies as they use ride on toys, dig and climb. The shared use of the spacious school grounds gives children space to run as they go on a 'Bear Hunt' and practise their balancing skills on the beam. These activities are not included in the planning to show how they cover every aspect of physical development to ensure children develop all their skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

A very stimulating, lively, child centred environment is created in the hallway and two rooms used by the pre-school. Children feel welcome and confidently enter the premises and immediately start to play. Very good use is made of the exciting outdoor area and children are able to enjoy playing in a safe, secure environment. They are easily able to access resources and make decisions about the activities they wish to undertake. A good range of developmentally appropriate equipment is available which is presented in an imaginative way to encourage children's play and learning.

The two rooms provide for different types of play and are only fully able to be utilised when three adults are present. The use of the rooms is restricted when only two adults are present and children are not therefore able to access the full range of activities at all times. They request items from the room not in use and staff make equipment available. Children are not able to access an area to rest and relax or look quietly at books at all times.

The risk of accidental injury to children is minimised by the simple rules within the group, assessments undertaken and organisation of the environment. Explanations of the rules for behaviour help their understanding of the reason to walk in the pre-school and use chairs appropriately. Children learn how to keep themselves safe through their play as they don safety helmets, goggles and reflective jackets in the workshop role play area and adults discuss the reason for the safety clothing with them. They learn about road safety through discussion when going out on walks and fastening seat belts in their pretend play. Procedures for emergency evacuation are clearly displayed. The fire drill is not practised regularly enough to ensure children are aware of the need to leave the building quickly in an emergency situation.

Children's welfare may not be safeguarded if any child protection concerns arise, as the policy is not clear with regard to the referral route and not all staff are fully aware of the procedures to follow in order to be able to put them into practise to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and eager to attend. They are meaningfully occupied as they choose the activities they wish to undertake supported by the adults in the group. They are interested and absorbed in the activities offered. Children's independence is encouraged in all aspects of their play and they use their initiative and make decisions about the way they spend the session. Children are encouraged to express ideas and adults ensure resources are available to them to develop their play, for example a child who decides he wants to cut out is easily able to access scissors and is shown where the cards are kept. His self-esteem is enhanced as he is encouraged to add the card he has cut out to the wall display. Children use their imagination in the interesting role play area. They play happily together, enjoy friendships and are kind and considerate towards each other. Good manners are encouraged at mealtimes and children are well behaved throughout the sessions learning right from wrong from explanations given and role models provided by staff.

The 'Birth to three matters' framework is not yet being used with the younger children in the group. Children under three communicate with confidence, take part in activities alongside the older children and are happy and well occupied. Staff listen to them and are sensitive to their needs valuing all the children's contributions.

Nursery Education

The quality of teaching and learning is good. The adults interact with the children in a kind, gentle, supportive manner offering guidance to the children. Very good relationships are in place. The adults encourage children's independence and make suggestions to develop their play. Challenges are provided, for example, children playing in the sand tray make a hole in the sand. The member of staff asks if they would like to fill the hole with water and then asks the children to think about why it disappeared. Open ended questions are asked to encourage children's thinking skills and staff work well together supporting children in their play.

They plan a range of exciting and stimulating activities based on themes which, together with the continuous provision, cover all areas of learning. Children are involved in planning the environment and their ideas are valued. Staff use photographs to good effect to identify children's progress in their assessment records and include some observations. Children's assessments are not used to plan the next steps in their learning.

Children confidently undertake activities, ask for help and play well together. They are interested and motivated by the activities offered and able to concentrate for long periods. They sit and listen attentively to stories, join in, predict, recall the story and communicate with confidence. Resources are available to encourage children to write while taking part in imaginative play. Children find the letters of their name in the alphabet spiral painted in the playground and learn to match sounds to letters. They recognise their names on place mats at snack time.

Children show an understanding of numbers as they confidently use them in their play and everyday activities, for example when laying the table. They learn about shape and pattern through discussion and practical activities and a tape measure in the workshop role play area helps their understanding of measure. Mathematical language is introduced and encouraged in the sand play. A child demonstrates her understanding of number as she spontaneously calculates an event has happened five times in a story.

The current theme about the weather, which helps children learn about change, weaves throughout the sessions. A child is inspired to place a symbol on the weather map when the sun comes out completely unprompted. He asks where the playgroup is and places the symbol in Norfolk. Children enjoy exploring the properties of sand and learn about change and the passage of time as they watch chicks hatch in an incubator and grow plants in the garden. Children's imagination is stimulated in the well resourced role play areas. They join in enthusiastically to sing and make music and enjoy undertaking craft activities.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging in the group and although some only attend for one session a week, they all enter the premises eagerly, enjoy the activities and interact positively with the adults. They are able to make decisions about the activities they wish to undertake and equipment they wish to use with consideration given to the needs of younger, less able children. Children are all treated with equal concern. Books and other resources help children to develop positive attitudes towards differences in people. Festivals are celebrated to develop children's understanding of different cultures. The setting is pro-active in doing all it can to welcome any children with special needs and works closely with parents and other professionals to ensure additional needs are identified and any necessary help sought. Rules within the setting are simple and positive behaviour management techniques and language are used. Children respond to the kind, caring role models provided by staff and behave well.

An attractive brochure shows parents what their children will gain from attendance at the pre-school. Children's work and photographs are included in the brochure and the aims, which show a high regard for children's well-being, are clearly stated. Parents find staff approachable and informal communication takes place which enhances children's well-being. A complaints procedure is in place and a complaints log has been set up to clearly record any concerns shown by parents about their provision, which may be impacting on the care their children receive.

The partnership with parents and carers is satisfactory. A regular newsletter ensures parents are informed about the plan of activities for the term. The brochure includes very little information about the Foundation Stage or early learning goals to help parents understand what their children are working towards and enable children to benefit from their involvement. Parents are not able to access their children's assessment records and they are not encouraged to contribute to these records. The home school notebooks are not fully effective in sharing knowledge for the benefit of the children.

Children's social, moral, spiritual and cultural development is fostered appropriately as they play well together and are kind and caring. They are well behaved demonstrating an understanding of right from wrong. They learn about their own and other cultures through planned activities and are encouraged to respect differences, each other and the adults in the group.

Organisation

The organisation is satisfactory.

Children are secure in the care of imaginative, suitable qualified and experienced staff who have a high regard for the well-being of the children in their care. Staff are committed to providing a fun learning environment for children who are secure in their relationship with the adults. They have attended short courses demonstrating their wish to develop their knowledge and understanding in order to benefit the children.

The premises are used effectively to provide a rich environment for children.

However, minimum staffing levels, due to low numbers of children attending, means not all areas of the premises are able to be used at all times to the detriment of the range of activities offered to children. There is a homely, relaxed atmosphere in the converted school house with staff working well together to support the children. Appropriate policies are in place to underpin practice in the group and provide guidelines for staff and parents. Documentation is in place to safeguard children's welfare. It is not all well organised or easily accessible.

The leadership and management of the setting is satisfactory. There is a clear vision for the setting and a development plan is in place which includes plans to develop the provision in order to provide full day care. The committee and staff are not, however, fully working together in monitoring the provision to ensure children's learning is of a high quality and recommendations at the last inspection are carried out. The link teacher from the Early Years Development and Childcare Partnership is active in helping staff in this respect.

Overall, the provision meets the needs of the children attending.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure the key worker system was put into place. This system is still not fully in place due to the very low numbers of children attending. They were asked to ensure staff undertook training in order to meet qualification requirements and a qualified deputy employed. The assistant now holds a level two qualification but is not therefore able to act as deputy. As only two members of staff are employed the setting recognises it would have to close if the fully qualified member of staff was absent for any period of time. The third action asked staff to ensure children were fully challenged through activities provided and adult interaction. Interaction with adults and activities provided now provide challenges for all children.

The inspection of the nursery education recommended the setting continue to develop planning and assessment particularly with regard to the learning intentions of the continuous provision and use of observations and assessments to inform planning. The planning has been developed and staff are clear of the learning intentions although these are not clearly shown in the planning with the result that plans do not appear to include physical development. Observations and assessments are still not being used to clearly inform planning and this remains a recommendation at this inspection.

The group was asked to ensure staff are given opportunities to develop their knowledge and understanding of the Foundation Stage through access to training and other means to ensure learning opportunities are not missed. Staff have not been successful in accessing training, however, the link teacher has supported them in developing their knowledge.

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

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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 good hygiene procedures are in place for all aspects of the provision
- carry out periodic fire drills to ensure staff and children are fully aware of emergency evacuation procedures and a record is kept
- develop the child protection policy to show a clear referral route and ensure all staff are fully aware of the procedures to follow.

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):

- continue to develop children's assessments and use them to inform planning and ensure plans for children's physical development are included
- provide parents with information regarding the Foundation Stage and early learning goals and their children's progress.

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