



Plough Green Pre-School

Inspection report for early years provision

Unique Reference Number	131805
Inspection date	03 March 2006
Inspector	Christine Stimson
Setting Address	411 Malden Road, Worcester Park, Surrey, KT4 7NY
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Registered person	Plough Green Preschool & 'Committee'
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?

Plough Green pre-school was registered in 1996. It operates from a church hall on the main road leading into Worcester Park. It is close to local bus routes and the main line railway station.

The group have sole use of the premises while they are operational. They use a large hall, a kitchen, a small room, toilets and storage cupboards. There is a small secure outside play area to the front.

The pre-school serves the local area. There are currently 39 children from two to five years on roll; this includes 18 funded children. Children attend for a variety of sessions. The group supports children who have special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.30am to 12.00 Monday to Friday.

Nine staff work with the children; five have early years qualifications. There is also a rota of parents who help out each day. The group receive support from the Early Years mentor/teacher (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where they learn the importance of washing hands properly. They practise this skill as a group activity using bowls of water, soap and paper towels. Staff offer explanations as to why this is important; helping children to understand the need for good hygiene practise after using the toilet and before eating food.

Several staff hold first aid qualifications. Which, together with a well stocked first aid box and consent to take children to hospital, ensures appropriate care can be given to children if they have an accident.

Children enjoy snacks each day at the café set up in the hall which opens from 10:00. Independence is encouraged as children choose when to have their snack, placing their name card in a box and sitting down to pour themselves a drink, of either milk or water. Snacks change each day and children have fruit, bread sticks, biscuits and crackers throughout the week.

Children have daily opportunities to go into the garden and are not prevented from doing this even if it is raining. Staff have a supply of Macs and Wellingtons for those who wish to play outside. Children enjoy regular physical activities both indoors and outside and develop skills such as balancing, climbing, jumping and good co-ordination when running and marching. They develop good pedalling skills and an awareness of space when riding on tricycles and using sit and ride toys. These activities help children to keep in good health.

Children's fine motor skills are developed as they use a variety of one handed tools such as pencils, paintbrushes, scissors and spoons. They are competent users of construction equipment and frequently make objects from paper, card and re-cycled materials. Children cut out things and assemble them together again using masking tape, sellotape and glue.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a well organised spacious environment that is set up each day to enable children to move around and play safely. Toys and activities are placed at child height to ensure they can access the wide range of good quality toys and resources.

Children enter an environment where staff conduct daily risk assessments to ensure it is safe for children to play. For example, they look at temperature of the water, electric sockets, padlocks on gates and the garden area. There are effective emergency evacuation procedures in place with children practising the fire drill regularly. This enables children to learn how to leave the premises quickly, safely and to become familiar with the routine in the event of an emergency.

Systems are in place for the safe arrival and departure of children. Staff are deployed effectively to ensure their safety at all times. For example, there is always one member of staff standing near the indoor balancing beam and slide ready to support children who need assistance.

Staff have a good understanding of child protection issues and are aware of the procedures to follow if they have any concerns. This promotes and safeguards children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Staff are very focussed on the children and make sure they are happy and enjoying themselves whilst they are at the pre-school. Activities provided for children offer challenge and help them achieve well. Different toys are put out each day, all within children's reach, to ensure they have choice with a few core activities always in place such as painting, construction and a book corner.

Children explore and experiment through a range of well planned activities that are appropriate for their stage of development. Children relate well to staff and each other. Staff encourage children to express their thoughts and ideas by use of good questioning and by listening to children's responses. Staff give children lots of praise and encouragement and children are settled and confident to join in and converse with others.

Children's creative and imaginative development is encouraged through activities such as art and craft, junk modelling, painting, dancing to music, role-play and dressing up. For example, children re-enacted a Greek wedding, dressing up in finery, making Greek money and sticking this to the brides dress.

NURSERY EDUCATION

The quality of teaching is good. Children make good progress because staff have a secure knowledge of the Foundation Stage and plan activities that promote children's learning. Children are engaged in a range of stimulating activities each day and have

access to resources which support their learning across all six areas of the Foundation Stage. From the time children come into the setting they are engaged in a range of stimulating activities that capture their imaginations. For example, the children read a book about the creatures in Farthing Wood, some of whom only come out at night. They learnt the word 'nocturnal' and then did an art activity using toothbrushes and white paint on black paper to make stars, sticking other stars and moons onto their pictures for effect. Children were then able to choose from a variety of creatures the ones they thought came out at night. They stuck these onto their pictures and took them home for their parents to see.

Children work well together. They are beginning to understand the need to share fairly and take turns whilst playing in a group. They are confident to stand up in front of their peers to share weekend news. Their independence is encouraged as they pour drinks for themselves, help clear away toys and attempt to put on their own coats. Their mathematical skills are developed by daily opportunities to count, recognise numbers and sing songs that involve numbers being added and subtracted.

Staff have not yet devised a method of finding out what children already know when they first start at the pre-school. This is particularly important for children who come to the setting from other pre-schools. Staff use written observations to record children's achievements and assessments are used to help plan for their next step of development.

All staff are involved in planning the curriculum for the children. Short term planning indicates the learning intentions of activities, the resources to be used, the children to be targeted and an evaluation of how things have gone.

Helping children make a positive contribution

The provision is good.

Staff value and respect each child's individuality warmly welcoming each one to the setting. A good range of activities and resources help to develop children's understanding of diversity. For example, posters line the room showing families from different ethnic backgrounds and other posters show positive images of people with disabilities. Children learn about the wider community with visits from police and fire officers, school crossing ladies and therapy dogs. Children also enjoy local outings to the pond, the library, the post office and the park. Annual outings include train trips and farm visits, with parents invited to accompany their children.

The pre-school staff have experience of caring for children with special needs. This means they are able to adapt activities to ensure all children are included. Children with English as an additional language are well supported at the setting with dual language books, pictorial timetables and staff who speak a variety of languages.

Children are given lots of praise and encouragement from staff and are fully occupied during their time at the pre-school. They are well behaved, considerate, polite and confident with staff leading by example. Good explanations help children learn right from wrong and they quickly adhere to the routine and boundaries of the setting. This

positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Parents receive good written information about the Foundation Stage of learning in the half term prior to their children receiving funding. Staff encourage parents to become involved in their children's learning by putting their names on a rota to help out at the pre-school, or to share their skills with the children at one off sessions. Parents feel welcome, know who their child's key workers are and feel supported by the staff. However, there is no system to keep parents informed of their children's progress.

Organisation

The organisation is good.

Children play in a friendly environment that is well laid out and organised. All staff show a clear understanding of their role and responsibilities. Children have plenty of opportunities for free play with staff interacting with them, offering support and care throughout the session.

Seven out of the nine staff hold recognised childcare qualifications. All staff regularly update their knowledge of current childcare practices to support the care and learning of the children.

All documentation for the safe and effective management of the pre-school is in place. However, the uncollected child policy does not have a procedure to follow in the case of a child not being collected by anyone at the end of a session.

The leadership and management of the nursery is good. The pre-school committee has an effective recruitment procedure in place to ensure all staff caring for children are suitable to do so. There is an appraisal system and the management supports staff who wish to embrace training opportunities. Staff are deployed so that children are well supported both indoors and outside. Systems to evaluate the quality of teaching and its impact on children's learning are good, with regular staff meetings to discuss planning. Many of the staff have been working at the pre-school for a long time and all staff have had criminal bureau checks.

Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection four recommendations were made to improve the documentation maintained by the group. Good progress has been made: all visitors sign into a book stating when they arrived, departed and giving the reason for their visit; written consent is now requested prior to children being given medication; the regulators contact details are clearly displayed on the complaints procedure; the manager now shares all the pre-schools policies and procedures with parents by keeping a browsing file in the waiting area.

These procedures supports children's safety and wellbeing.

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.

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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 the uncollected child policy has a procedure to be followed in the event of staff not being able to contact named persons on the child record form.

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 the partnership with parents to ensure they are kept informed of their child's progress
- devise a system to establish what children can already do and what stages they are at when they first come to the setting.

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