



Swishers flc

Inspection report for early years provision

Unique Reference Number 143558
Inspection date 07 November 2005
Inspector Lisa Jane Cupples

Setting Address St Wilfrid's Church Hall, Ewart Road, Buckland, Portsmouth, Hampshire, PO1 5RH
Telephone number 02392 851427
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Registered person Swishers flc
Type of inspection Integrated
Type of care Full day care, Sessional care, Out of School 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?

Swishers flc is situated in the Buckland area of Portsmouth. It is a committee run group. A manager is employed to run the day-to-day organisation of the provision. The group is based within St. Wilfred's Church Hall. A maximum of 36 children may attend at any one time. The pre-school is open term time only from 9.15 until 11.45 Monday to Friday. The provision also operate a two by two group for 12 children from 2 years to pre-school age; a breakfast and after school club for 10 children aged from

4 to 8 years from 8:00 to 9:00 and 15:00 to 17:00; a holiday play scheme for 20 children aged from 4 to 8 years from 8:00 to 17:00 and Swirls wrap around care for 10 children aged 2 to 5 years for 49 weeks a year.

There are currently 32 children on roll. Of these, 8 children receive funding for nursery education. Children come from the surrounding areas and all the groups serve the local community. Swishers flc support children who have special educational needs, and children who speak English as an additional language.

The setting employs 7 staff and 1 part-time regular volunteer who work directly with the children. Of these, 4 staff including the manager hold appropriate early years qualifications and 3 staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene and are developing their self-care skills well. They are actively encouraged to wash their hands at appropriate times and are beginning to understand why, often talking about 'getting rid of the germs'. Good hygiene procedures are implemented effectively throughout the setting. For example, tables are wiped over with anti-bacterial spray and plastic clothes are used during snack time. The nappy changing area is kept clean and all staff wear disposable gloves when changing nappies to help prevent the possible spread of infection, protecting the children well.

Children are protected because staff have a clear understanding of the procedures to record all accidents and medication. Detailed entries explain exactly what occurred and how it was dealt with. However, parents do not always sign to acknowledge the entries which could impact on the children's health as parents may be unaware of accidents that have occurred during the day. A member of staff who holds a current first aid qualification is present during each session to ensure children can be treated immediately and effectively in the event of an accident.

Children benefit from a nutritious diet because all staff have a clear understanding of healthy eating. They provide a wide range of fruit and bread sticks. Children talk enthusiastically about the types of food which are good for them. Staff sit with the children and have general conversations at snack time making it a really sociable occasion. Children are learning good table manners and are actively praised when they remember to say please and thank you.

All children have ample opportunities to develop their physical skills effectively. Good use is made of the hall to ensure children develop their large muscle skills well. They have many opportunities to run, skip, jump and dance during the sessions. Children are learning the importance of a healthy lifestyle and enjoy participating in exercises and physical games daily as part of the groups 'fit for life' programme.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are secure and the staff provide an extremely safe environment because they are vigilant and remove any possible hazards immediately. Children are gently reminded of the rules and are learning to keep themselves safe through discussion and daily routines. For example, they all know they must hold on to the hand rail when using the stairs and are able to explain clearly what happens during a fire drill.

Children benefit from a wide and varied selection of toys, resources and play equipment which is suitable for their needs. Different selections are used for the different age groups ensuring their individual needs are being met. Children have access to a broad selection of resources which are stored in trolley cabinets around the room. They are able to freely choose activities and additional resources to extend their ideas fully. They know where everything is and often help younger children to locate specific items.

The main door to the building is locked and all visitors have to ring a bell to gain access. They must show their identification if they are unknown and everyone has to sign in and out of the visitors book. This provides a full record of everyone on the premises, helping to keep the children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly on arrival as they are met at the door by staff. Children are encouraged to hang up their coats and bags, increasing their independence, while staff and parents ensure younger children are assisted as necessary, building their self-esteem. Children are extremely happy and they laugh and giggle throughout the activities. For example, singing and dancing and enthusiastically telling staff what they have been doing. Staff interact with the children exceptionally well, talking to them all the time, making eye contact, playing at their level and showing affection. Staff continually praise and encourage the children helping them to learn different skills. The setting is beginning to use the Birth to Three Matters Framework effectively to observe the younger children's progress and plan specific activities, ensuring the needs of the younger children are being met fully.

Nursery Education

The quality of teaching and learning is good. The manager has an extremely clear understanding of the Foundation Stage and early learning goals. She uses this knowledge and her experience effectively to support and guide the new staff team. The activities and resources are closely linked to the stepping stones and children are making good progress towards the early learning goals. The curriculum planning is detailed and shows differentiation to ensure the needs of all children are being met. The key workers observe and record the children's achievements and together with the manager they identify the children's next steps. This information is collated

and used to inform the curriculum, providing an extensive range of well organised purposeful activities to stimulate and interest the children. The weekly plans have guidance attached for the staff and any volunteers to ensure they are fully aware of the purpose of each activity and can deliver it with the objectives in mind.

Staff get to know the children extremely well and their progress records are up-to-date and evaluative. This enables them to set up activities which are aimed at their level of understanding, providing sufficient challenges and stimulation to hold their interest and ensure they make good progress. Staff participate fully with enthusiasm and children benefit greatly from the good support and supervision, enabling them to ask questions to learn more, repeat activities and tasks to consolidate their learning and enjoy the attention and conversation with the staff and their peers. Staff are extremely good at asking open-ended questions to extend the children's learning and experiences and ensure they give the children time to think about their responses before answering. This encourages the children and helps to make them feel valued and an important member of the group.

Children are keen and eager to learn, they participate fully in the wide range of activities provided. They confidently suggest ideas and speak in group situations, explaining what they would like to do next. Children are able to concentrate and sit quietly when appropriate. They listen well and are able to follow simple instructions with ease. Children form good relationships with adults and other children. They are able to take turns and have no difficulty in sharing as they play board games and co-operate extremely well with each other during role-play, negotiating roles and sharing their ideas with confidence. Children's spoken language is developing well. They are able to clearly explain their ideas and express their feelings. All children are given time to think about what they would like to say and other children listen carefully, never interrupting or talking over each other, putting their hands up and waiting patiently for their turn. Children make good use of the book corner. They choose books and tell each other which stories are their favourites. They pretend to read to each other and handle the books correctly and carefully, turning the pages the right way and finishing with 'The End' as they close the books. Children have ample opportunities to practice and develop their emergent writing skills.

Children say and use numbers all the time during their play. they count everyday objects with confidence, for example, they count children to see how many cups they need, how many red or blue bricks they have, and enjoy singing many number rhymes. Staff are very good at encouraging the children to count and make the most of incidental opportunities. However, there are few opportunities for children to recognise and become familiar with numerals as there are no wall displays or numbers around the rooms. Children have ample opportunities to explore and investigate using an extensive range of resources. They enjoy using the finding out area which changes each week. Sometimes it is natural resources, pine cones, leaves and twigs, or it may be different colours and shades. This week it is different types of brushes. Children talk about what they could use the brushes for. One child shows that you can sweep up with one brush, another gently brushes the dolls hair.

Children are given the time to investigate objects, items and the materials using all of their senses. Children have access to the group computer and are developing their skills effectively. The children are able to choose programmes and are gaining good

control of the mouse. Children learn about other cultures and beliefs through practical activities, topics and themes, exploring resources, listening to music, trying new foods, dressing up, art and craft and role-play. This helps them to further understand the world around them. Children have ample opportunities to explore media and materials during art and craft activities. They use their imaginations extremely well during role-play as they develop their own ideas and negotiate roles with each other.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and feel valued in the group because staff get to know them well. They listen carefully to each child and respond quickly to their needs. Staff have a very clear understanding of equal opportunities and children benefit because staff are able to meet their needs effectively through differentiation. They provide a wide range of resources suitable for the age and stage of the children and interact extremely well with them, participating fully in all the activities. Children's spiritual, moral, social and cultural development is fostered.

The manager has a clear understanding of her role as the special needs co-ordinator and an extremely good understanding of the Code of Practice. Children's individual needs are discussed in detail with the parents and recorded clearly to ensure their individual needs are being met. Strong systems are in place to support the children and their families and the setting have built good links with other agencies for support and advice when necessary. Staff have a calm and relaxed approach to behaviour management. They are positive role models and children respond well to the clear rules and boundaries. Children are extremely well behaved and polite because they know exactly what is expected of them. Staff take the time to ensure children can see they have been treated fairly. Children are developing a good sense of right and wrong and understand the need for group rules. They talk about sharing and taking turns, being nice to each other and helping others. Children show respect for each other and the resources, often picking things up and putting them away 'so they don't get broken'.

All parents receive a written report about their children's progress once a term. They are able to talk to their child's key worker at any time and feel they are extremely well informed. Children benefit from the good relationships with parents. Communication is open, providing a trusting and supportive environment for the children and their families. Parents receive a comprehensive newsletter once a week, detailing forthcoming events, news from the committee and any changes to policies or regulations. Good use is made of the notice board, helping to ensure parents are kept well informed.

The partnership with parents of children who receive nursery education is good. Parents receive a detailed prospectus which outlines the groups curriculum, aims and objectives. The manager discusses the areas of learning with each parent and goes through the paperwork and records of achievement to ensure the parents understand what the group is working towards. When the children first attend the parents are required to complete a detailed registration form with the manager about their child's

achievements at home. Parents are extremely well informed about their children's progress through daily discussion, written reports each term and access to their children's records at any time on request. They are able to discuss their child's ongoing progress with the manager or their child's key worker at any time, however, there are currently no opportunities for parents to make written contributions about their children, and the curriculum planning is not shared with the parents or displayed for their information, limiting their involvement with their children's learning.

Organisation

The organisation is good.

Daily routines are organised well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and stimulated throughout the day, which has a positive effect on behaviour. The ratio's are maintained at all times and staff deployment is effective, enabling staff to provide good quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides. Clear 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 a high standard and is readily available for inspection at any time.

The leadership and management of the setting is good. The manager provides strong links between the staff team and the committee and the management committee is very supportive. Clear roles and responsibilities are defined, ensuring every member of the team knows exactly what is expected of them. This provides a well-organised and relaxed environment for the children. The manager is knowledgeable and has a clear vision of what she wants to provide for all the children who attend. She plays a very active role in the pre-school. The manager is extremely supportive and enthusiastic, encouraging and motivating the staff team successfully. Staff feel they are being strongly supported during their training and are developing rapidly, settling into their roles, enjoying their time at the setting and building good relationships with the children and their families.

The manager completes annual appraisals and regularly observes practice and the delivery of the curriculum by staff to assess the settings own strengths and weaknesses. Not all of the staff are qualified so the manager briefs the staff daily about what they are trying to achieve with each activity. The details are also attached to the weekly curriculum planning and each member of staff receives a copy to ensure they are fully conversant with the overall objectives of the whole curriculum, providing a well-balanced programme for the children.

The whole staff team are fully committed to improving the quality of care and nursery education for all children. They are enthusiastic and motivated, attending training and increasing their knowledge and understanding of the early learning goals. Children benefit greatly because the staff are keen to ensure many learning opportunities are available to help the children make good progress towards the early learning goals.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure policies relating to health and hygiene are reflected in daily practice and staff are aware of children's individual needs. To ensure all staff dealing with child protection issues are suitably trained, review arrangements to ensure children are protected from persons who are not vetted and maintain the security of the premises to ensure children are unable to leave unsupervised. They were also asked to provide greater opportunities for children to make choices and relate to each other, increase resources to reflect cultural diversity, gender and disability and ensure that recorded observations of the children are used to inform the planning and to identify their next steps in play and learning.

The manager and new staff team have worked extremely hard with the committee to ensure all these issues have been addressed fully. The setting provides a safe and secure environment for all the children. The policies and procedures have been reviewed and are implemented effectively and the resources have been increased and made more accessible, ensuring the children have the freedom of choice, develop their independence well.

Nursery Education

The setting was asked to improve the staff teams knowledge and understanding of the early learning goals, improve the individual assessment of children to enable staff to plan activities to meet their needs, improve children's independent access to, and choice of resources, allowing them to complete work to their satisfaction and improve the opportunities for children to practice emergent writing skills in everyday activities.

Children's assessment records are now detailed and comprehensive. The information is used effectively to inform the curriculum, ensuring the children's individual needs are being met. Children are able to access a wide range of resources independently and during the course of the session they are given a five minute warning, so they know they must begin to finish what they are doing, allowing them to complete tasks to their satisfaction. Children have many opportunities to practice their emergent writing skills and use writing for different purposes throughout the day. They make lists and messages in the home corner, attempt to write their names on their work and have access to writing materials throughout the whole session, helping to further develop their skills.

Complaints since the last inspection

There have been no complaints made to Ofsted since April 2004.

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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The quality and standards of the nursery education are good.

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 parents sign to acknowledge all entries in the accident book, keeping them fully informed

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):

- provide more opportunities for children to recognise numbers and become familiar with numerals used in different contexts
- ensure the planned curriculum is displayed for parents, helping to keep them informed about what their children are learning
- provide opportunities for parents to make ongoing written comments about their children's learning, helping them to become more involved.

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