



## **Meadows Pre-School group**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY276829
<b>Inspection date</b>	07 December 2005
<b>Inspector</b>	Cheryl Langley

<b>Setting Address</b>	Downfield JMI School, Downfield Road, Cheshunt, Waltham Cross, Hertfordshire, EN8 8SS
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<b>Registered person</b>	Downfield JMI School
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day 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

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.
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### WHAT SORT OF SETTING IS IT?

Meadows Pre-school group registered in January 2004. It operates from two classrooms in Downfield School, Cheshunt. The rooms are purpose built classrooms with adjacent toilets. A separate staff room and kitchen are also available. The group serves the local area.

There are currently 25 pre-school children on roll. This includes 10 funded 3 year olds. Two children have special needs and the group welcomes children who speak English as an additional language. Children attend for a variety of sessions. The group opens three days a week, Wednesday, Thursday and Friday term time only.

Sessions are 09:00 to 11:30, the lunch club runs from 11:30 to 12:45.

Four full time staff and one part-time staff member work with the children. Two members of staff have a level 3 early years qualification including the manager and 1 member of staff is working towards a level 3 early years qualification.

The setting receives support from a qualified teacher and the 'Early Years Development and Childcare Partnership'.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children enjoy a range of activities which contribute to their good health. They play in the outside area most days to benefit from the fresh air. Children experience a variety of activities to develop their physical skills using both large and small equipment. For example, they have fun playing with pushing and pulling toys, bikes and sit-on rides, throwing balls through a net, balancing on beams and running around wooden toadstools in the outside play area. Inside they mould with play-dough using different tools and utensils, complete puzzles and jigsaws, thread cotton spools, draw around shapes, pull and push levers in the home corner and enjoy following the actions to simple songs.

Children learn the importance of hygiene and personal care. They are cared for in a welcoming environment where they are beginning to understand the importance of regular cleaning and washing to keep them healthy. Children appreciate why they must wash their hands after messy play or using the toilet. They learn about keeping their bodies healthy through discussion and their daily routines. All of the required documentation, procedures and consents are in place to support the children's health and enable staff to act in their best interests in an emergency

Children learn the benefits of a healthy diet. They know which type of food is good to eat to keep them strong and healthy. They are aware that sweets can harm their teeth. Children help themselves to drinking water throughout the session and have a choice of drinks at snack time. They eat fresh fruit or vegetables for snack. Refrigerated storage facilities are provided for packed lunches to keep the food fresh for the lunch club children. The staff take account of the wishes of parents and work with them closely to provide nutritious snacks that appeal to the children as well as meeting their dietary needs.

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

The provision is satisfactory.

Children's safety is a priority. Risks are identified and minimised. They move around safely, freely and independently both inside and outside. Children adhere to rules to keep them safe. They sit at the table when they eat so that they do not choke. Children know not to climb furniture to avoid falling and getting hurt. They take turns

on large play equipment to keep themselves and others safe. Staff are deployed to ensure children are kept safe both in the classroom, lunch club and outside play areas. They help the children understand how to stay free from harm through discussion, stories and leading by example. Children learn to be aware of strangers and to stay close to parents or carers on outings. They enjoy the story of 'Little Red Riding Hood' which reminds them not to wander off. They know what to do in the event of a fire because they practise the fire drill regularly. Adequate fire detection and control equipment is readily available in most areas for staff to respond quickly in an emergency, but there is no fire blanket available in the kitchen area used by the lunch club.

A range of safe, developmentally appropriate, resources are stored around the room at child height for easy access. This enables the children to select their play and activities safely and independently. The staff have the required consents, procedures and documents in place to ensure the children's welfare is safeguarded and promoted. For example, they have a sound understanding of Child Protection issues. However, the child protection policy contains incorrect information regarding the designated person responsible for this area.

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

The provision is good.

Children enjoy a variety of exciting play and activities. They receive adult guidance to give them extra support if needed but their independence is promoted as much as possible. The staff listen and talk to the children and ask them questions to make them think. They set challenges along with a range of stimulating play to aid their learning. Observations are made of the children which are used to plan the next steps in their development.

Children benefit from a wide ranging programme which helps to develop their knowledge and skills. For example, they learn to recognise different colours as they choose coloured cubes or use green paint for their Christmas tree pictures. They count the eyes and legs on the gingerbread man during story time and they also count when they join in singing simple songs and nursery rhymes. Children begin to recognise letters as they trace their name and play alphabet card games. Communication skills are enhanced as they listen to instructions and follow them carefully. For example, all of the children successfully blow instead of sucking the paint through the straws to create balloon pictures for their birthday chart. Children learn mathematical language. They use and name different shapes to create animals or talk about amounts to mix ingredients for cooking. They learn matching and sequencing with activity games and jigsaw puzzles. Collecting leaves and topics about animals teaches them about the natural environment.

Regular use of creative materials such as pencils, crayons, paint and materials for junk modelling, encourages the children to represent their ideas in a variety of ways. The children make fireworks with cardboard tubes and tissue paper, use glitter to decorate stars for wall displays, paint stones and create collages with different materials to take home to their parents. Dressing-up, role play and puppets give them

the opportunity to express their feelings and emotions. They delight in pretending to be police officers, shopkeepers or caring for dolls in the home corner.

Their confidence and self-esteem is developed by the staff who give them praise and encouragement at appropriate times. Acts of kindness and helping others is acknowledged with stars. Children's sense of belonging is promoted because the staff know them well. They value their individual achievements and demonstrate this by giving praise or displaying their creations.

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

The provision is good.

The staff provide a good range of activities and meaningful resources to promote a positive view of the wider world. Children's awareness of diversity and their understanding of others is increased with the variety of books, dolls and activities to celebrate a variety of festivals. The children enjoy sharing books about people from other cultures. Their brightly coloured art work for Hanukkah and Christmas decorate the pre-school walls.

Children are valued and respected. Their individual needs are met and they are supported by staff to ensure they play a full part in the setting. Children behave well. They understand right and wrong through consistent boundaries, praise and the age-appropriate methods used by staff to manage behaviour. Children are learning to consider others, share, take turns and be polite. They make positive relationships with the staff and other children. They look forward to 'circle-time' singing songs together and sharing news. Realistic challenges are set to help the children develop. For example, they are given sufficient time to learn how to put their coats or aprons on properly. Staff give them gentle encouragement to join in with group games or try new activities and compliment them on their achievements. This promotes their confidence and self-esteem. They feel relaxed and secure and able to make independent choices about what they want to do.

Children benefit from a sound partnership between the staff and parents who exchange information regularly. They also work closely with other agencies to support any special needs the children may have. Staff have daily discussions at the end of each session with parents, who are welcome to discuss their children's achievements and share their records with the friendly staff at any time. This helps keep parents informed of how their child's needs are being met and their developmental progress. The notice board notifies parents of the daily routine, policies and procedures and newsletters are sent to announce particular events. However, details of the procedures to keep a record of complaints have not been included. Information is shared with the nursery to provide consistency in care when children transfer to nursery school. Ofsted have received positive and complimentary feedback from parents who feel that their children are making good progress at the pre-school.

### **Organisation**

The organisation is satisfactory.

The children's needs are met through generally effective organisation and communication with parents. Space and equipment is prepared so that children can access resources easily and independently. This enables them to make choices about their play. A balance of free play and planned activities ensures the children have a range of different enjoyable experiences which help to develop their knowledge and skills. They benefit from routines which make them feel secure and relaxed.

Documentation is stored securely and information shared appropriately with parents. Most of the required policies and procedures are in place to help keep children healthy and safeguard their welfare. Children benefit from the staff's knowledge and experience which they continue to update. The manager and her team organise and plan their time to ensure children are positively supported. They regularly review their practice and are committed to improvement and development. Staff meetings take place every half term and a formal appraisal system identifies strengths and training needs. Two members of staff have a current first aid qualification. Overall, the needs of all the children are met.

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

At the last inspection the staff agreed to provide written policies which are available to all parents. To support the provision and care of the children, all policies and procedures are available on the notice board and in the prospectus, which is accessible for all parents and carers.

### **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**

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.
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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):

- make sure adequate fire control equipment is readily available in the kitchen area used by the lunch club
- make sure the child protection statement clearly states the person who has responsibility for reporting suspected child abuse or neglect
- provide a written record of complaints which includes any action taken, the outcome of any investigation and a summary, on request, to any parent of a child for whom you provide care.

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)