



Earith Pre-School 7

Inspection report for early years provision

Unique Reference Number	221818
Inspection date	05 July 2006
Inspector	Clare Elizabeth Pook
Setting Address	The Earith Community Organisation Building, Earith School Grounds, School Road, Earith, Huntingdon, Cambridgeshire, PE28 3QB
Telephone number	01487 8414 78(8am to12)
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Registered person	Earith Pre-School 7
Type of inspection	Integrated
Type of care	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.

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?

Earith Pre-school 7 is a committee run group. It opened in 1970 and operates from a large mobile building, which is situated within the school grounds of Earith primary school in the village of Earith, Cambridgeshire. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:30, a lunch club from 11:30 to 13:00 and afternoon sessions on Tuesdays and Thursdays from 13:00 to 15:00, term time only. There is a secure enclosed outdoor

play area.

There are currently 39 children aged from two to under five years on roll. Of these, 30 children receive funding for early education. Children come from the local area. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The committee employs five members of staff. Of these, two hold appropriate early years qualifications and three are working towards a suitable qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well by staff recognising and reducing possible risks. Staff take positive steps to prevent the spread of infection by washing the tables and their hands before snack time and encouraging children to wash their hands before snacks and after toileting. Children understand the importance of good hygiene and know that washing hands helps to remove germs. Good arrangements are in place if children are ill. Staff are trained in administering first aid and have appropriate permissions and records in place regarding the administration of medication to children. They keep records of all accidents in the setting and inform parents.

Children get plenty of physical exercise. Staff organise the sessions so that children use the outdoor facilities for planned activities and free play times. The variety of equipment used provides very good challenge for children and good opportunities to develop their physical skills, for example obstacle course, adventure play ground, hoops and ball games. Children use scissors accurately and hole punches to punch holes in paper. Children thread beads and build with range of construction materials, which promotes fine motors and hand to eye co-ordination skills.

Children's healthy eating is promoted as healthy and nutritious snacks such as fruit and raw vegetables are offered at snack time. Children are able to access their own water bottles throughout the sessions when they are thirsty in addition to the juice and milk offered during snack time. Children are learning about keeping their body healthy through discussions and topic work. Children know about protecting their skin from the sun by using sun cream and wearing hats, drinking lots in hot weather and how our hearts race when we have been exercising.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure premises, which is welcoming for children and parents. Doors are kept locked and staff supervise children coming into and leaving with parents and carers. The room is organised effectively, creating a child friendly environment which enables children to explore and take risks while being

appropriately supervised. Children use a comprehensive range of toys and equipment that are good quality and safe. They access resources independently. Equipment is kept clean and in a good state of repair and is frequently checked for safety. A comfortable area is created for children to relax and look at books, however, suitable furniture to accommodate children who wish to sleep is not provided. Adults are deployed effectively so that children are supervised at all times.

Clear policies and practices, including robust risk assessments, are in place to keep children safe on the premises and during outings. High ratios are maintained on visits and general risk assessments are carried out. Children learn about keeping themselves safe through planned activities and topics such as road safety, what to do if they get lost and people they feel safe with.

Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Children are cared for by adults who are vetted and have relevant experience, knowledge and skills.

Helping children achieve well and enjoy what they do

The provision is good.

Children access a wide range of activities, which staff thoughtfully plan and prepare, to encourage children to develop skills and have fun. Topics are carefully thought about to be interesting and cover a wide range of experiences, for example, ourselves, road safety, food from around the world. They include visits such as taking food to the elderly at Harvest time or picnic in the park. This enables children to experience different aspects of the local community.

Warm and caring relationships between adults and children are evident. They communicate easily with each other and this helps children to enjoy and achieve. Children work well alongside each other, sharing and taking turns fairly when playing dominos or using the computer. They co-operate well together organising a game of picture lotto and deciding who goes first.

Staff have a good understanding of how to accommodate younger children. They plan and use the 'Birth to three matters' framework effectively and have devised a clear system to record children's progress.

Nursery education

The quality of teaching and learning is good.

All of the staff working with funded children are qualified or are working towards recognised qualifications and have a reasonable understanding of the Foundation Stage curriculum. Most aspects of planning are in place and are effective. They have begun to plan meaningful activities that build on children's interests and enable children to learn across all areas. However, short term plans do not clearly show how the learning intentions link to the activities planned. Staff observe and assess children daily. Although, key workers know their children well and record observations, they do not use their observations effectively to clearly show children's

progress towards the Early Learning Goals, or to use their assessment records as working documents. Staff support children well, interact and have fun playing alongside children. Staff help children to consolidate and extend their learning, for example, revisiting the 'safety circle'. Staff encourage the children to become involved and to persevere with tasks such as completing threading cards and games. Staff use a variety of methods to teach and promote learning including open-ended questions to extend their thinking, for example, 'are my hands bigger or smaller?', encouraging children to try new activities and introducing new vocabulary such as reflections, uniforms and attract.

Children are confident speakers who chat happily to their friends and staff. Children are learning letter sounds and many are able to sound out the letters in their name. Letter sounds are further encouraged through topics such as making alphabet books about different fruits. Labelling around the room helps children to understand that print carries meaning as well as being able to find resources easily. Children are encouraged to write their own names and many can correctly form letters. Good opportunities are provided for children to mark make and explore writing for different purposes, making books, menus or listing appointments.

Children use mathematical language readily talking about baby's hands being smaller, 'mine are big'. Simple calculation is explored and introduced when counting cups at snack time. Children count as part of everyday routines and have opportunities to find corresponding numbers relating to the date. A 'hands on' maths table is set out for children to explore numbers, to measure and look at shapes.

Children are competent on the computer and are developing mouse skills. Children investigate and explore through activities such as using magnets. Children confidently explain that only metal sticks to magnets. Children explore similarities, patterns and change through life cycles of butterflies, cooking activities and planting. Good opportunities are provided for children to and build through construction toys. However, when junk modelling opportunities to find out different ways joining and assembling is limited.

Children sing familiar songs in group sessions. Children use traditional instruments to explore rhythm and listen to different sounds they make. Children use their imagination to express their ideas in role play situations such as pretending to be doctors, dressing up as princesses as well as drawing detailed pictures of family members in their safety circle. Staff encourage children to express their ideas on the painting easel and explore with colour mixing.

Helping children make a positive contribution

The provision is good.

Staff understand policies on equal opportunities and work within them. Staff foster links with children's own cultures where relevant and gain information from parents to help them feel secure and festivals they may celebrate. Children have access to a broad range of resources, play opportunities and activities, which reflect diversity and acknowledge differing abilities. Children enjoy celebrating a range of festivals and value differing lifestyles through topic work and books, for example, St George's day,

Diwali, Hanukah, travellers.

Staff have set clear boundaries and have high expectations of children's behaviour that is appropriate to the age and stage of children's development. They make sure children are not bored or frustrated, but are busy and content. They direct children's energy into positive situations, for example, encouraging them to select a box from the shelf. Children share and take turns well when playing games such as monkey puzzle, dominos or lotto and when using the scooters, trampoline and computer.

Children's self-esteem is thoroughly promoted by praise from staff. Their work is valued and displayed attractively around the room. Children respond well to requests from staff to tidy up and work well to do this, again staff praise them for helping.

Children with special needs are valued and respected. Staff work closely with parents to ensure that the best support and care for their child is provided. Situations are handled sensitively and professionally. Additional help in the form of one to one workers is sort if necessary. Information is gathered from other professionals from their visits to the group and shared so that children feel secure and are fully included.

Partnership with parents and carers is good and contributes to the progress and well-being of children, including those who receive funded nursery education. Parents speak highly of the setting. Parents are fully informed about the Foundation Stage and are kept updated regularly through newsletters. Parents are able to speak to staff on a daily basis to exchange information. Regular parents evenings are held and reports issued on their children each term. Notice boards keep parents updated on important issues and general information. Parents opinions and thoughts are sort through questionnaires which the staff act upon to improve their practice.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are happy and settled. They enjoy activities and achieve well because staff create an environment where they have appropriate space and resources to do so. Adults working with children show care and concern for their welfare to give them a sense of well-being and regular staff know them well. They have good levels of support to help them feel welcome, comfortable and at ease. The person in charge has a clear vision of how children thrive and uses her skills, knowledge and experience to lead by example. Robust procedures are in place for ensuring staff are suitable to work with children. Staff are suitably qualified or are working towards recognised qualifications and continue to develop personal and professional skills through training.

Experienced staff show high regard for children's health, well-being and enjoyment. They maintain and use appropriate forms of record keeping and refer to policies and procedures in order to promote children's care and learning. Information gathered from parents is made known to staff to ensure that their wishes are followed. This level of attention contributes to the continuity of children's care so that they feel

secure. The room is set out attractively and are well organised so that children and staff can move around safely and easily access resources. The routine allows for key worker groups to spent time together at organised activities as well as plenty of time for children to choose and make decisions about what they want to play with.

The quality of leadership and management is good.

The staff team is relatively new, but work well together supporting and recognising each other's strengths and weaknesses. They are an enthusiastic and dedicated staff team who are aware of their roles and responsibilities and share good practices. Staff are carefully monitored and appraisals are in place. Staff are motivated and keen to improve the care and education for all children. They have a clear vision and use action plans as well as questionnaires from parents to develop practice. Relationships with the committee are good and regular meetings are held to exchange information.

Overall, the provision meets the range of children's needs who attend.

Improvements since the last inspection

Good progress has been made since the last inspection. Child protection policies have been updated and Local Safe Guarding Children's Board procedures is obtained so that staff can act in the best interest of the children if they have concerns for a child. The staff recruitment and induction process has been developed to ensure suitable staff are employed to work with children. Risk assessment are in place that are thorough and help promote safety within the setting.

Staff have developed children's assessment records to include more observations. Key worker groups work effectively so that staff know their children well and can plan for their next steps, however, improvement in this area is still recommended and is detailed in this report.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 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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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 suitable furniture is provided for children who wish to sleep

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 staff knowledge and understanding of the foundation stage to enable them to improve children's assessment records, so they clearly show how children progress towards the early learning goals. Also to develop short term planning to clearly show how the learning intention links to the activities
- develop opportunities for children to experiment with different ways of assembling and joining, in particular when junk modelling.

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