



Little Snoring Pre-School,

Inspection report for early years provision

Unique Reference Number	257911
Inspection date	18 January 2006
Inspector	Melanie Calway

Setting Address	The Playing Field, Stevens Road, Little Snoring, Fakenham, Norfolk, NR21 0GZ
Telephone number	07733144466
E-mail	
Registered person	Little Snoring 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 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?

Little Snoring Pre-school is an established voluntary group with charitable status. It operates from a mobile building sited on the playing field in the middle of the village of Little Snoring close to the town of Fakenham. A maximum of 20 children may attend the setting at any one time. The pre-school is open each weekday from 9.00 to 12.00 during school term times. All children share access to a secure enclosed outdoor area.

There are currently 18 children from 2 to 5 years on roll. Of these, 9 children receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with special needs.

The pre-school employs three staff. Two of the staff, including the manager, hold appropriate early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. Children stay healthy because positive steps are taken to prevent cross infection. A list of communicable diseases is displayed on the notice board and the sickness policy clearly states that children with infections should be excluded. Children are protected because there are good hygiene procedures in place. Surfaces are wiped with anti-bacterial spray and the premises are kept clean. Children are learning the importance of good hygiene as they are encouraged to wash their hands before eating, after the toilet and after playing outside. A poster at child height of "Mr Germy", backed up with explanations from staff, help the children to understand why they need to wash their hands. Children access the toilets and sinks independently and individual paper towels are available to reduce the risk of cross infection.

Children's medical needs are well catered for. Two members of staff have a current First Aid qualification and know how to deal with minor accidents and injuries appropriately. There is an accurate system for the recording of medication and consent has been obtained from parents to seek treatment or advice in the event of an emergency.

Children have good opportunities to develop their physical skills in the well resourced outside area. They enjoy outside play every day and have opportunities for climbing, running, throwing and kicking. There is a hard surface for children to play with ride on and push along toys. Inside they can move to action songs and rhymes. There are plenty of opportunities for children to develop their manipulative skill with tools, construction toys and puzzles. Children can rest if they need to on cushions in the book corner.

Children enjoy a balanced snack of fruit and a biscuit and a choice of milk or juice. Fresh drinking water is not readily available at all times. Opportunities are missed at snack time to talk to the children about healthy eating so that they learn about the importance of a healthy diet. Children's dietary requirements are met as all the relevant information is obtained.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and suitable environment. Children are made to feel welcome by bright and cheerful displays and posters. The lobby area provides an area for parents and children to wait before sessions begin. Low level coat hooks with pictorial labels provide children with somewhere to put their coats and bags and promote a sense of belonging. Children can access a good range of attractive and well-maintained equipment in the play room.

Children's safety is promoted well. Staff are deployed effectively within the play room and are vigilant. Children learn the rules and so are beginning to learn how to keep themselves safe as staff remind them to be careful and give explanations. Children are protected as a daily safety check is undertaken by staff and regular risk assessments to reduce possible risks to children. Children are protected from risk of fire because an evacuation drill is practised regularly so that children learn what to do in the event of a fire. Children can play safely in the secure outside area. There are good procedures in place for security to ensure that unauthorised persons do not have access to children. Parent-helpers and new staff are instructed that they should not be left alone with children.

Children's welfare is safeguarded as staff have a sound knowledge of child protection procedures and know what to do if they had a concern about a child. Current guidance is displayed on the notice board so parents are reminded of the groups duty to report concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group confidently and quickly settle to activities. There is a good range of activities for the children to choose from. The room is well organised to promote children's choice and independence. Low level shelving along the wall houses a good range of puzzles and table top toys. Children can select from these and put toys away when they are finished with them. Children's independence is fostered well. Children access the toilets and sinks independently. They can get their own craft aprons and put them back and are encouraged to pour their own drinks at snack time. Children form positive friendships and are confident in approaching adults. Their self-esteem is enhanced as they are encouraged to participate at circle time.

Children under three have appropriate play opportunities. The adults are sensitive to children's stage of development. Staff have attended some initial training on the 'Birth to three matters' framework but have not yet begun to implement it.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage, which enables them to plan activities to cover all six areas of learning. Staff meet regularly to plan activities. Short term plans include a clear learning intention and the language to be used so that staff are clear about their responsibilities.

Children are confident communicators and are keen to share their experiences with adults and each other. They talk about what they have made with construction toys, for example, "This is a dinosaur" and share their feelings, for example, "The wind made me scared in the night. It was too noisy". They proudly show and talk about objects they have brought in at circle time and listen to each other. Children have opportunities to link sounds to letters, when talking about the weather and are able to recognise their names on their coat hooks. They write their names on their pictures. A trolley near the craft bench is well stocked with writing materials but is not positioned to attract children to use it and there are limited opportunities for children to write for a purpose while they play because writing materials are not readily accessible in all areas, for example, in the role play area. Children enjoy stories as a group but do not always access the book corner to use books independently.

Children enjoy counting and adults use opportunities well for calculation within the daily routine. Children are able to explore both indoors and out. Ice and coloured paper are added to water so that children can observe the changes. Adults show an understanding of how children learn by letting them dig in the mud outside to make discoveries of their own. Children work well together and are encouraged to show concern for each other, for example, at registration time. Their self-esteem is fostered well as they participate during circle times and are given responsibilities. They are able to express themselves using different media in the craft area.

Staff use open ended questions to extend children's learning and activities are planned to meet different children's needs. Observations of children are made to assess their achievements and next steps are identified. These are taken into consideration when staff plan activities in order to help children to progress.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met as all the relevant information is included on registration forms. All about me books are given out for parents to complete with details of children's likes and dislikes and family details and photographs so that staff can build up a good knowledge of the children in their care. Children are beginning to learn about the wider world as the group celebrates festivals from around the world such as Diwali and Chinese New Year. However, the displays do not contain many positive images of different kinds of people. There is a Welcome poster showing different cultural groups but this is obscured by being on the back of the bathroom door.

Children with special needs are included and integrated well in the group. The setting is proactive in liaising with other professionals to seek advice on how to enable children to make the best progress they can. Children behave well. Their independence and self-esteem are promoted as they are given responsibilities, for example, giving out cups at snack time. A child new to the group is encouraged, with adult support to share with the other children that she has had a birthday. Behaviour is managed in a positive way and children know what is expected of them. Pictorial rules are displayed to help children understand, for example "I sit quietly" with a

photograph of a child sitting quietly. Children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers is satisfactory. Care of the children is enhanced by a good relationship with parents. Parents are made to feel welcome when coming to settle or collect their children. They help out at sessions and are encouraged to take part in the committee. They are kept informed by means of regular newsletters.

Parents are provided with information on the early learning goals by means of a letter that goes out with children's assessments and by an information evening when the assessment system is explained. Although assessments go home regularly, there is no system for parents to contribute to them to share what they know about their children.

Organisation

The organisation is good.

Children are cared for by suitable and qualified staff. Cover arrangements for illness and absence are effective to ensure consistency of care and there are rigorous recruitment procedures in place to ensure the suitability of staff. There is an induction system for new staff. The premises are well organised and staff are deployed efficiently and work well as a team. All the necessary documentation is in place to care for children effectively.

The leadership and management of the setting is good. A new committee is putting systems into place to monitor and evaluate the provision. Appraisals were held recently for all the staff and issues arising from these are being used to form a development plan. The staff meet regularly with the committee to communicate and feedback issues relating to the provision of nursery education. The chairperson is supportive and values the contributions of staff.

Overall the needs of the children attending are well met.

Improvements since the last inspection

At the last inspection the group was asked to develop a key worker system, staff's knowledge and understanding of child protection issues, procedures to protect children from unvetted persons and an induction system for new staff. All of the above issues have been satisfactorily addressed.

Under nursery education they were asked to provide opportunities for children to express themselves freely through art, craft, drawing and collage. A craft bench has been set up, where children can choose their own materials to express themselves. They were also asked to provide opportunities for children to link sounds and letters. This is now being done at circle time.

Complaints since the last inspection

There are no complaints to report.

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

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 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):

- promote children's health by ensuring fresh drinking water is readily available at all times and by giving explanations to children to encourage healthy eating
- update policies and procedures to reflect current guidance and recent changes in regulations.

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):

- monitor the use of the environment and play equipment to ensure children make use of all areas and provide more opportunities within the setting for children to mark make for a purpose
- involve parents further in the assessment process by encouraging them to share what they know about their children and contribute to the records.

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