



Frimley Green Pre School

Inspection report for early years provision

Unique Reference Number	EY300311
Inspection date	17 January 2006
Inspector	Hilary Knight
Setting Address	Frimley Community Centre, Balmoral Drive, Frimley, Camberley, Surrey, GU16 9AR
Telephone number	
E-mail	
Registered person	Frimley Green 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 satisfactory. 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?

Frimley Green Pre-School re-registered in 2005 when it moved to its current premises. It operates from the newly refurbished community centre in Frimley and activities take place within the main hall. There is an enclosed outdoor garden area for outside play. The group serves the local community.

There are currently 39 children on roll. This includes 16 funded 3-year-olds and 6 funded 4-year-olds. Children attend for a variety of sessions. The setting currently

supports children with special needs and who speak English as an additional language.

The group opens 5 morning a week during school term times. Sessions are from 09:30 to 12:30.

There are six members of staff who work with the children, four of which hold the Diploma in Pre-school Practice. All staff are experienced and supported with ongoing professional development.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are satisfactorily learning about how to keep themselves healthy as they wash their hands independently before snack time and after using the toilet. They also use their own towel to dry their hands on, which reduces the spread of infection. A sick child policy is used within the setting to promote children's health and this is further safeguarded with a first aid kit on site and staff who hold relevant first aid qualifications.

Effective routines for snack time mean that all children spend their time purposefully. Children know the snack routine, as they carry on with their activities until it is their turn to eat which means they have more time for activities. They enjoy sitting together at low level tables and chairs with a member of staff and drink and eat snacks brought from home. Children who do not bring snacks are offered a sweet and savoury biscuit. All children enjoy the social interaction and talk about their day and have opportunities to make their own sandwiches during an activity based on healthy food.

Children have opportunities every day to develop their physical skills, either with climbing equipment inside the setting or use of a large rear garden. Children enjoy climbing across the low level equipment or chasing balls across the hall. They negotiate their space well and take turns in rolling the ball to each other.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive happily and settle quickly. They are warmly greeted at the door by two members of staff. Interesting equipment and activities, such as playdoh, puzzles and a large range of dressing up clothes, are thoughtfully placed around the hall to engage children's interest. All equipment is at low level so children are able to self-select what activities they wish to pursue during free-play.

Children play safely in a secure indoor and outdoor environment. Risk assessments are completed once a term and staff check the premises on a daily basis to ensure that they are safe and suitable for children's play. Children have a basic

understanding of what to do in the event of a fire and how to evacuate the building in an emergency. Visitors are asked to sign in and out and do not have sole access to children without a criminal records check. Children's safety is satisfactory promoted through written procedures such as a lost or uncollected child policy, and all staff have a satisfactory knowledge of their responsibilities regarding child protection. This ensures staff quickly act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled as parents stay with their child when they first attend the setting until they are confident to be left. Younger children are mostly interested and involved in activities which are reasonably appropriate for their developmental needs. These include activities such as listening to stories and playing snap together in small groups as they learn to take turns. Children work and play well together in all areas of learning. They especially enjoy the role-play area where most children aim for during free-play. There is a large range of role-play outfits to choose from, and children enjoy being fairies and other fairy tale characters. They delight in having tea parties and encouraging visitors to drink imaginary tea and eat cakes. The staff are developing their awareness of the Birth to three matters Framework of good practice. They are starting to link areas of learning to promote younger children's learning as at present younger children fit into the routine of the setting.

Nursery Education

The quality of teaching and learning is good for funded children. Staff are deployed at specific activities and rotate on a daily basis to provide a stimulating environment for children. All staff show particular interest in the children's ideas and encourage children's expression of thought. Children are involved, motivated and engaged in a broad range of activities which provide good levels of challenge. Staff meet on a regular basis to provide short term planning of the foundation stage and all experienced staff make a contribution to planning a week's work. The setting constantly evaluates what works well to use next time, what did not work so well and why.

The children have folders for all their personal information which contain their developmental profiles. Some staff observations are not updated on a regular basis and observations are not concentrated on individual children's abilities; however, children are making good progress in all areas of learning.

Children speak confidently to peers and adults. They talk opening during circle time about the week's subject of 'rough and smooth', and bring in items from home, such as nail files or fabrics to talk to the whole group about. All children listen and concentrate well at circle time and eagerly line up to decorate a child's chair to celebrate her birthday. They learn about mathematical development through every day activities like puzzles and cutting shapes out of wallpaper. Children enjoy using their imagination to express their ideas in a variety of ways. They act out well-known scenarios and stories during role-play such as shop keepers and customers, and 'write' shopping lists and menus which links to their knowledge and understanding of

the world.

Helping children make a positive contribution

The provision is satisfactory.

Children have easy access to books which represent positive images of the wider world we live in. However, activities to help children appreciate and value each others similarities and differences are not incorporated into the day. All children are valued and appreciated as individuals and form good relationships with each other and their key worker. Staff are suitable role models for children and value good behaviour. They reinforce positive behaviour through praise and encouragement, and give stickers to children who behave well or try hard at an activity. Children delight in receiving the stickers, and negative behaviour within the setting is limited, as children are content and occupied. This approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. The setting take positive steps to ensure that parents are kept informed about all relevant policies and procedures including a complaints book. However, some parents are unclear about the complaints procedure, and whom to address serious concerns to if they had any. Parents are encouraged to help in the group through a parental rota and receive regular newsletters keeping them informed of general information about the setting. Parents are happy to approach staff with any queries or they use a 'contact us box' located in the hall.

Opportunities for parents to learn about the foundation stage curriculum and to be involved in their children's learning is good. Parents know that they can access their children's files at any time, talk to their key worker or even borrow copies of the Curriculum guidance for the foundation stage. The setting also organises regular barbeques and summer parties to keep parents involved.

Organisation

The organisation is satisfactory.

All documentation and policies are maintained to a satisfactory standard to protect children's welfare and the registration certificate is displayed on a notice board for parents to see. The children receive satisfactory care from the staff and are cared for in an environment where staff are deployed effectively to maximise children's learning. However, suitability checks with Ofsted for the role of supervisor in the setting have not been undertaken with the registering body, but currently this has minimal effect on children.

Leadership and management is satisfactory. Two members of staff are taking the role of supervisor on a temporary basis until a suitable person is permanently recruited. Staff attend training courses and cascade information down to other staff, so that they are all updated on current procedures, which benefits children's learning. Staff are clear about their roles and responsibilities and are committed to developing their

own personal roles such as Special Educational Needs Co-ordinator or Child Protection Officer to promote children's welfare. However, the effectiveness of how the provision is managed and monitored is hindered by the lack of a permanent dedicated supervisor. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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 satisfactory. 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):

- provide activities to help children appreciate and value the similarities and differences of each other
- ensure that Ofsted are informed of any changes in the registered person or person in charge
- ensure that parents are aware of the updated complaints procedure which includes Ofsted's name and address.

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):

- ensure that all observations are updated on a regular basis ensuring that they are based on individual children's abilities.

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