



St Lukes Parkstone Pre-School

Inspection report for early years provision

Unique Reference Number	511108
Inspection date	12 January 2006
Inspector	Carol Johnstone
Setting Address	37 Birchwood Road, Parkstone, Poole, Dorset, BH14 9NW
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Registered person	Christopher Strain
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?

St Luke's Parkstone Pre-school opened in 1991 and operates from two rooms in St Luke's Church Hall in Parkstone, Poole.

A maximum of 26 children may attend at any one time and there are currently 34 children

aged from 2 to under 5 years on roll. Of these 29 receive funding for nursery

education.

The pre school opens each weekday from 09:30-12:30 and operates in term time only.

The nursery employs eight staff, seven of whom hold appropriate early years qualifications in childcare. One is working towards a qualification.

The setting receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are protected from the risk of cross infection through an effective sickness policy that excludes children who are unwell. All the staff are trained in first aid and can give appropriate care to assist children when necessary. In addition, all staff are trained in the use of Epi-pens and know how to use them in the event of a severe allergic reaction. Effective hygiene measures are used at snack time to ensure that cups, plates and tables are clean to prevent the risk of bacterial contamination. Children understand the need to wash their hands before snack time and use running water, soap and paper towels to dry them. However during activity time, one bowl of water and a towel is shared and consequently the risk of cross infection is not minimised accordingly. Children learn about healthy eating through receiving fruit each day at snack time and there are food tasting days where children bring in vegetables to make soup and try foods from other cultures. They are able to independently access fresh water each day to ensure that their fluid levels are maintained.

The children have regular fresh air and exercise each day. They play in the outside area with hoops, balls, tricycles and scooters. In addition when weather is inclement they have physical activity in the hall and are encouraged to use a range of movements such as hopping jumping and balancing to develop their gross motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are very safe in the setting. A risk assessment is completed each morning before children arrive to ensure that all play areas both indoors and outside do not contain any potential hazards. Security is very good and children are protected from any unauthorised persons gaining access. The running hot water used for hand washing at snack time is regulated to avoid any risk of scalds. The heaters are thermostatically controlled and covered, making them inaccessible to children. Toys and equipment are checked and cleaned regularly and all are in very good condition, supervision in the setting is excellent. Staff observe all the children continually so that they have an overview of all areas as well as supervising the

group of children they are working with.

The comprehensive vetting procedures in place ensure that any staff recruited are suitable to work with the children. Full police checks and references are taken up in all cases and a thorough induction period allows new staff to be continually observed with the children. Any students or parent helpers are not left alone with the children and are not allowed to help with toileting in order to eliminate any risk. There are thorough procedures in place to maintain safety when taking children on outings and all staff are aware of the necessary staffing ratios.

The children learn about their personal safety in the setting. They are taught not to run, to be careful when using equipment and to be aware of others. All of the resources and activity tables are set out in a creative way in order to maximise the space available and to allow children to move freely and independently around.

All staff have had extensive training in child protection issues, so children would be very effectively supported in the event of a concern arising. Staff are very knowledgeable about the signs and symptoms to be aware of and the correct procedures to follow in order to obtain appropriate assistance for a child at risk.

Helping children achieve well and enjoy what they do

The provision is good.

The children enjoy a very wide range of stimulating and interesting activities that are thoughtfully and imaginatively planned by staff. They independently choose their activities and are free to move from one area to another as and when they wish. The children are actively engaged during their play in the setting because of the way that staff continually challenge and extend them. The interaction from staff is very warm, caring and positive. Staff know the children exceptionally well and there are very strong and secure relationships between them. Children are encouraged to learn through all aspects of their play and participate in activities such as role-play, painting, drawing, play dough, construction, model making and cooking. Children's activities are based on a weekly theme which helps them think about and investigate the subject. They are encouraged to select and bring in items from home related to it, to show the items in circle time and to talk about them to the group. This encourages their use of language and increases their social skills.

The quality of teaching and learning is good. All the staff have a very good knowledge and understanding of the Foundation Stage Curriculum and the areas of learning. They use the resources and equipment very imaginatively to engage the children and help them learn. They are very skilled in challenging and extending children's learning during their play. They encourage children to talk about what they are doing and question them in order to make them think and problem solve, for example during mathematical play. Children learn how to use scissors and cutters in order to develop their creative skills, use vocabulary to express their ideas and explain their pictures and models. Children also enjoy looking at books and this too encourages their use of language. The staff ensure that they know the child's abilities from the outset in order to plan the child's time at the setting effectively. Children's progress is very closely observed and monitored and staff are continually planning

the next stages for children in order to ensure a meaningful progression of their skills in all areas. Children's independence is actively encouraged by staff which results in the children being very confident in the setting and motivated to learn new skills such as dressing themselves and pouring their own drinks at snack time. The children's confidence is also being developed through the positive and trusting relationships they make with the staff and their peers.

Helping children make a positive contribution

The provision is good.

Children learn about respect, consideration and tolerance and they are encouraged to be kind to each other. They learn how to share and to play co-operatively with their peers. They are praised readily when they help each other and say please and thank you. Children learn to play in a non gender specific way and are encouraged to play with all resources regardless of whether they are male or female. They learn about the religions and cultures of others, including those of their peers and those in the wider world. The children who have special needs are very well cared for in the setting as there are two staff who are specifically trained in this area. There are thorough procedures in place to ensure that children with special needs are identified quickly and that any additional support needed is obtained immediately. Parents are always consulted and asked to work with the setting to ensure that the child's needs are met in the setting and at home. The setting promotes inclusion of all children and will ensure that every child is able to attend and that activities and equipment are adapted where necessary in order to meet the child's needs.

The children's behaviour is excellent. They are very settled, calm and engaged in their play at all times. Any incidences of negative behaviour are dealt with immediately in a smooth and low key way, thereby minimising any embarrassment to the child. The praise given by staff for positive and helpful behaviour builds the children's self-esteem and confidence.

Partnership with parents is good. There are very strong and effective relationships with parents that support the children in the setting. Parents are always invited to come with their child for two or three sessions in order to help them settle. They are encouraged to provide as much information as possible when their child starts at the setting, in order for the staff to monitor the child's progress from the outset. There are regular newsletters and meetings to discuss how children are progressing. Parents are encouraged to approach the staff at any time with any concerns and they are actively encouraged to be involved with the setting through the weekly themes. For children in receipt of nursery education funding, there are regular progress reports on the Foundation Stage Curriculum and the areas of learning. These are explained to parents at the outset and examples are given of how the activities planned will encourage children to learn within each area.

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

Organisation

The organisation is good.

The staff are well qualified, this ensures that they have the range of skills and knowledge necessary to help care for the children appropriately. The ratios of staff to children are always met and supervision is excellent, with staff always maintaining an overview of what is happening in the room. All staff are clear of their roles and responsibilities which helps the children feel secure. Resources and equipment are used very effectively to support the children's learning and staff are imaginative in their approach to ensure that children's interest are maintained.

Documentation is clear and comprehensive, all policies and procedures are in place, these are understood by staff and are readily available to parents. Planning is thorough and gives clear guidance to staff which assists them in ensuring the learning outcomes are effectively achieved for each activity and each child.

Leadership and management is good. The management team have a clear vision to encourage children's learning while they partake in fun activities. This is achieved well, the children benefit from the very cohesive, strong and committed team who work exceptionally well together. Staff have very open, regular communication in order for all knowledge about the children to be shared. Consequently targets and aims for children involve all staff and their expertise. The staff are very motivated and this is reflected in the way that the children are motivated, settled and keen to learn.

The staff are encouraged to personally develop their skills to continually improve their practice and they attend training whenever courses become available. The management team observe staff practice on a regular basis and identify any training needs or areas for improvement. However staff are not currently appraised in a structured way. The management team are keen to build and develop the practice and regularly invite advisory teachers from the local authority into the setting to provide further ideas for development and improvement. Evaluation is continual in order to clarify what works best for the children in practice and this is an ongoing process with all staff inputting their ideas.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection it was noted that the child protection policy did not include the procedures to follow if an allegation was made about a member of staff. This element has now been added and there are clear guidelines to follow that are based on the local Safeguarding Children Board recommendations. These procedures would now protect a child from risk.

It was also noted that there was not a procedure in place for uncollected children. This is now in place and ensures that staff have clear guidelines for how to care for children who are uncollected by parents.

It was requested that parental consents were needed for the completion of the children's records and these have now been obtained. The accident records are now completed comprehensively and signed by parents on each occasion so that they

receive information on the day that any accident occurs.

A key issue relating to nursery education was raised at the last inspection, it recommended that children should have increased opportunities for mathematical problem solving, mark making and writing skills. Very good progress has been made in all of these areas and they are now included regularly on a daily basis. The children now have regular opportunities to mark make and practise writing independently. Mathematical skills are very well encouraged during all activities to promote the children's learning.

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.

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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 that hand washing methods used during activity sessions protect children from the risk of cross infection

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 a more structured process to appraise staff and their practice (also applies to 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