



Corfe Castle Community Pre-School

Inspection report for early years provision

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| Unique Reference Number | EY304471 |
| Inspection date | 23 February 2006 |
| Inspector | Dinah Round |
| Setting Address | East Street, Corfe Castle, Wareham, Dorset, BH20 5EE |
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| Registered person | Corfe Castle Community Pre-School Ltd |
| 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?

Corfe Castle Community Pre-school opened in 1997, and was previously known as Corfe Castle Community Nursery. It operates from a portacabin which is situated in the Rectory, gardens next to Corfe Castle First School in Dorset. The premises provide a main room with toilet facilities, and children also have use of the school hall, playground and field at set times. The group is a committee run group, and caters for children from the surrounding areas.

A maximum of 24 children may attend at any one time, and there are currently 16 children on roll. Of these, 13 children receive funding for nursery education. The pre-school support children with special needs. The group operates 5 days a week during school term time, and sessions run from 09:00 to 12:00.

There is a team of five staff who work with the children, who are led by a qualified teacher. There are three other members of staff who have an early years qualification. The group receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy sociable snack times where staff sit around the table and chat with them. They benefit from being provided with a varied range of healthy and nutritional snacks. This includes both fruit and vegetables, and a plain biscuit. Children can easily help themselves to drinks of water when they get thirsty throughout the session. For example, some children pour themselves a drink when they return from playing outside.

Children's health is promoted well. They learn the importance of good personal hygiene through the daily routines, and show good independence as they use the facilities provided. For example, children wash their hands after using the toilet, and before eating. Children are protected from the spread of infection due to the effective procedures followed by the staff. This includes the use of disposable gloves, and the provision of paper towels and disposable tissues. A clear policy makes parents aware that children must not attend with infectious illnesses, and gives details of exclusion periods.

Children have good opportunities to develop their physical skills. They have weekly use of the school hall and apparatus, and staff plan different activities to promote their co-ordination and balancing skills. Children have daily use of outdoor play facilities which ensures they have regular fresh air and exercise. They have access to a wide range of large and small equipment, for example, they use the pedal bikes with good control as they negotiate round the playground. Children develop their fine motor skills well through the activities, as they use the pencils and scissors, and pour their own drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. They learn to keep themselves safe through the clear explanations by staff. For example, children are reminded to walk and not run within the room, and how to sit safely when riding in the trolley outside. The effective security measures in place makes sure that children are unable to leave the premises unsupervised. Good levels of supervision by the staff both inside and outside, ensures that children remain safe.

Regular fire drills are carried out with the children, however, there are limited records maintained. Risk assessments are completed and staff make pre-visits to venues for planned outings, to identify any potential risks to children.

Children move around the room freely and with confidence as they choose their activities. They have access to a wide range of clean, good quality toys and resources, which are suitable for their age and stage of development. Resources and equipment are thoughtfully organised to ensure children can safely access them. For example, the hand basins and toilet facilities are positioned at the children's level, and low level shelves make the resources easily accessible.

Staff have a clear understanding of their responsibilities relating to child protection issues, which helps them in their role of safeguarding children. Key staff have attended child protection training, and this has been shared with other staff. Clear records are kept of any visitors to the group.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and secure within the welcoming environment created by staff. Children come into the group enthusiastically and are confident to leave parents and carers. They have positive relationships with staff and each other. Children develop good independence in selecting resources, and taking on the responsibility of different jobs. They co-operate well with each other and work together during tidy-up time. Children respond well to the staff's regular praise and encouragement.

The wide range of well planned activities provide interesting play opportunities for children. This helps children to learn and progress in all areas. Staff have recently updated their assessment systems to link in with the Birth to Three matters framework, and help focus on younger children's needs. Activities are geared to the ages and abilities of the different children, and staff provide appropriate support to the younger children. However, some large group activities do not fully benefit the younger children.

Nursery Education

The quality of teaching and learning is good. Staff have a clear knowledge of the different areas of learning of the Foundation Stage and how children progress. Through detailed planning they plan a good balance of stimulating experiences which covers all areas of learning. Children's progress is regularly monitored through observations and assessments, which are linked with the stepping stones towards the early learning goals. Children's individual learning is identified in the weekly plans, and staff are aware of the children's abilities and how to move them on to the next stage. Staff use effective open-ended questioning to challenge children's thinking and support their learning. However, children's listening skills are not always promoted well during large group times.

Children are confident and keen to get involved in the activities. They show good independence as they select their own activities from the prompt tray, and when they

attend to their own personal hygiene. For example, they independently wash their hands after the painting activity and hang up their aprons. Children learn to have consideration for others, and happily take on the responsibility for different jobs during the session.

Children use language well to communicate and express their ideas. They enjoy talking about the pictures they have drawn or models they have made at 'show and tell' time. However, they do not always listen carefully to others. Children are learning to recognise their written name as they find their name cards on arrival. They have regular opportunities to use mark making tools to develop emergent writing, and some children are able to write their own name. Children happily join in with rhymes used during daily routines, and enjoy listening to stories. For example, two children showed great enjoyment as they shared the 'Commotion in the Ocean' story book with a member of staff, and pretend to 'waddle like a penguin'.

Children have very good opportunities to count through planned activities and the daily routines. For example, children count how many minutes until tidy-up time, and how many children and adults at register time. Children confidently use the clip board and mark on paper how many children want milk or water on their table at snack time. They link the total amount with the corresponding number, and more able children are encouraged to write down the number. Children are developing an understanding of simple problem solving as they work out how many cups and bowls are needed at snack time.

Children use their senses to explore and investigate. For example, they experiment with torches to look at colours, beams of light and create shadows. They have explored the different textures outside in the playground, such as, bark, stone, and brick. However, children do not have regular opportunities to use the computer or programmable toys. Children have regular visits around their local community which helps to promote a strong sense of time and place. They visit the local train station and take a ride on a steam train, and find out about Corfe Castle's past history in the local visitors centre. Children learn about the wider world through planned topics and activities. For example, children listen to Chinese music, dress up as a dragon and taste noodles during Chinese New Year.

Children have good opportunities to express their ideas through art and craft. They regularly enjoy free painting activities, and have access to craft materials to create their own ideas. For example, one child gets involved in creating a 'machine' from the various materials available. Children use their imagination very well as they act out real life situations in their role play. For example, two children work together with the play tools as they pretend to build a 'bird house'. However, the role play area is not used to the full potential to offer a greater variety of learning experiences for children. Children have regular opportunities to explore music and sounds during a range of planned activities.

Helping children make a positive contribution

The provision is good.

Children are settled in the friendly and caring environment. Children's individual

achievements are shared with others during 'show and tell' time, which develops a sense of pride and makes them feel good about themselves. The photographs, and displays of children's artwork around the room, promotes a strong sense of belonging. Children's individual needs are fully discussed with parents and additional help provided when required. The close partnership between staff, parents and external agencies, ensures they work together to meet the children's individual needs. The resources and planned topics help to raise children's awareness of the wider world and develop their understanding of others. Children's spiritual, moral, social and cultural development is fostered.

Children behave well. They know the daily routines and co-operate during tidy-up time, reminding each other it is time to tidy-up. Children are learning to take turns during the daily routines and through games, for example, when playing the 'snail pace' game. The use of 'teddy' is successful in helping to gain children's attention when choosing activities from the prompt tray. Staff are good role models, and talk to children calmly and clearly to explain why behaviour is not acceptable. Children benefit from the staff's regular praise and encouragement, which helps to promote their confidence and self-esteem

Partnership with parents and carers is good. Parents are provided with clear, comprehensive information about the pre-school. This is shared through policies, procedures, regular newsletters and the parents notice board. Effective systems are in place to keep parents informed about their child's progress. This is through daily informal discussion and planned individual meetings with staff, who share information about the children's progress through the stepping stones. Parents are encouraged to voice their views and suggestions through questionnaires, and they are welcomed into the group to join in seasonal celebrations.

Organisation

The organisation is good.

Children are provided with a bright and welcoming environment. The premises are effectively used, with well laid out play areas, easily accessible labelled resources, and colourful displays of children's artwork. Children benefit from the key worker systems in place, which ensures they receive good support. The sessions provide a good balance of adult directed activities and free-play, with children able to independently choose their own resources and initiate their own play. Although, group times are not always organised effectively and some younger children lose interest.

Leadership and management is good. Staff have clear roles and responsibilities within the session and work together well as a team. They are well supported through annual appraisals and regular training opportunities. Staff meet regularly to share information and plan activities, which contributes towards the children's care and wellbeing. Clear policies and procedures are in place, these are currently being updated to incorporate recent changes. The committee and staff continue to look at areas for improvement, and a questionnaire has recently been carried out to obtain parents views on future developments.

Documentation is well organised and regularly reviewed. Most records are clearly recorded and kept secure to ensure confidentiality. However, the register of adults working with the children, and the fire practice records are insufficiently detailed. The pre-school meets the needs of the range of children for whom they provide.

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.

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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):

- review the format of large group activities to improve the learning outcomes for younger children, and ensure they fully participate
- keep a clear record of fire evacuation practices, and make sure that accurate records are kept of the arrival and departure times of staff and volunteers

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):

- improve children's listening skills in large group activities
- develop further the role play area to give children richer learning experiences, and provide greater opportunities for children to use programmable toys and

ICT.

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