



## **Cove Pavilion Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	110253
<b>Inspection date</b>	09 March 2006
<b>Inspector</b>	Carol Patricia Willett
<b>Setting Address</b>	Cove Pavilion, Prospect Road, Farnborough, Hampshire, GU14 0DX
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<b>Registered person</b>	Cove Pavilion Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Cove Pavilion Pre-School opened in 1966. It operates from a sports pavilion in Farnborough. The pre-school is a committee run community group. The group serves the needs of families in the area and the intake reflects the local community.

The pre-school opens five days a week during school term time. Sessions are from 09.15 to 11.45 and 12.30 to 15.00. The afternoon sessions cater for the rising fives.

The group is registered for 23 children aged between 2 and under 5 years, although children are usually aged 2 years 9 months before being offered a place. There are currently 57 children on roll. This includes 34 funded 3 -4 year-olds. Children attend for a variety of sessions. The pre-school currently supports children who have special educational needs.

Two full-time and five part-time staff work with the children. Five members of staff have level three early years qualifications. The manager and deputy are currently working towards a level four qualification and three other staff are working towards level three. The setting receives support through a teacher mentor from the local school and the Early Years Development and Childcare Partnership (EYDCP).

The pre-school is a member of the Pre-school Learning Alliance. They are currently working towards their accreditation scheme, Aiming for Quality.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy as staff ensure the premises and toys are in good condition. There are suitable policies and procedures in place to promote the children's good health. Effective daily routines minimise the risk of cross infection for example tables are wiped before and after snacks. Children learn the importance of good personal hygiene. They consistently wash their hands after they go to the toilet with few reminders from the staff and they know this is because of germs. Children eat a range of healthy snacks which include fruit and vegetables. They enjoy milk at snack time and show good manipulative skills as they push straws into the cartons. Documentation adequately details children's dietary requirements which staff follow when providing food for snacks and activities such as making sandwiches. Drinking water is not freely available throughout the session.

Children have good opportunities to learn about healthy living and enjoy a range of physical play. They move confidently around the rooms and when using toys and resources both inside and out. They play outside daily enjoying the fresh air when the weather is suitable. They enthusiastically develop physical skills as they climb, slide, kick, throw balls and pedal ride on toys. They demonstrate good manoeuvring skills as they pedal back and forward and in and out of bollards. They use a range of appropriate resources including paint brushes, pens and crayons, and manipulate jigsaw pieces and construction toys to develop their fine motor skills. Many of the children have good mouse control as they drag items when using the computer. The children join in enthusiastically when listening to music. They have great fun as they sing and dance and they confidently move their bodies to match actions and words as they sing songs such as 'move the circle round' and 'the boogie woogie jungle song'.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play and learn in a well organised environment, where they can move around and play freely, developing independence and choice. Displays of group collages and educational posters are put on the walls to provide a more welcoming environment. Children enjoy telling staff which parts they have completed for example the scarecrows trousers in 'Our Favourite Songs' collage. The children and parents are warmly greeted by staff on arrival which develops the children's sense of belonging. Children enjoy playing with a broad range of good quality toys and resources which are in good condition and age appropriate. The staff lay out the room prior to the children's arrival ensuring there is an interesting variety of play materials and activities out for children to freely access. These cover all areas of development and ensure the children make good progress to the early learning goals. The children stay safe as there are good procedures in place for checking resources and equipment. Staff check and remove toys if they are broken. Children stay safe in the pre-school as staff are suitably vetted and supervise children closely at all times. Staff have a good understanding of the policies and procedures in place to protect children including child protection and if a child is uncollected or lost.

The staff have a good knowledge of health and safety. They use their knowledge from recent training to update their practices and procedures. They have daily checking routines for the toilets which are recorded and complete risk assessments twice a year for example. Children are mostly secure and safe as staff check the premises daily both inside and out to ensure all hazards are removed and resources are safe for use. There are some safety issues to address in the outside play area. The drains are uncovered and this could be a potential hazard to the children. The safety mats around the climbing frame are not sufficient should a child fall off backwards. There are excellent security systems in place when children arrive and leave the premises which are valued by parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The quality of teaching and learning is good. Children make good progress in all areas of development because staff are caring, attentive and interested. They develop good relationships with the children so the children are confident to engage adults in conversation and talk to them about what they know. They use good teaching strategies and questioning techniques to ensure children are interested, well motivated and further develop children's skills. Using the Foundation Stage Curriculum they plan a wide range of interesting activities linked to topics such as role play at the opticians and craft activity to make a collage of their eye. Planning does not consistently show how activities can be adapted for children learning at different rates to ensure they always provide sufficient challenge. Staff provide a good balance between adult led and child initiated activities to develop children's independence and choice. Staff do not maximise all opportunities to develop children's learning for example to develop children's practical maths problem solving and calculation skills at snack time and registration.

Children are confident articulate speakers and they enjoy telling each about their

families and important things during show and tell sessions including their experiences with snakes. Children enjoy listening to stories and they eagerly join in as they respond 'you cant catch me I'm the gingerbread man'. They like looking at books and they freely access the comfortable book area. Children do not have good opportunities to use information books and staff do not ensure they are freely available to enhance activities and develop links between learning for example when children make eye collages during craft activities. Children are well motivated they join in activities with enthusiasm especially when they sing and dance. Children enjoy role play as they try on glasses at the opticians. They explore colour and texture through planned craft activities making group collages for wall displays. They paint freely using a range of colours, proudly showing their pictures to their parents. They have limited opportunities to further develop role play and their own creative imagination as they do not have independent access to a range of craft resources, media and tools. Staff use good strategies to support children's development as they praise and encourage children's efforts and achievements so they become self assured and confident.

### **Helping children make a positive contribution**

The provision is good.

Children are happy, confident and develop a sense of belonging and a clear sense of self worth as they and their parents develop strong relationships with the friendly, caring staff team. The children are warmly greeted on arrival. They happily leave their parents and carers and seek out their friends giving them hugs as they sit next to them. They settle quickly on the mat for registration sharing experiences with staff and each other. The staff have a good knowledge of children's individual needs through daily discussions with parents, each other and observations of the children. Children learn about their own and other cultures through a range of resources and activities. These include craft, food tasting and show and tell times where they enthusiastically share their experiences and family life.

Children behave very well and are very cooperative. They learn what is right and wrong as they respond well to gentle effective reminders from staff about sharing toys for instance. They understand and respond to simple rules and help to pack away for snack time. Children become aware of acceptable behaviour such as putting up their hands if they want to speak at show and tell time and listening to others as they are sensitively supported by the staff. Staff act as good role models and offer meaningful praise and encouragement for children's efforts and achievements for example praising children as they help pack away the toys and for listening to each other at group times. They talk calmly to the children treating them with respect. Children's social, moral, spiritual and cultural development is fostered.

Partnerships with parents are good. Children's wellbeing and achievements in the setting are significantly supported by good relationships with parents. They form a management committee to support the staff and the running of the pre-school. They have opportunities to gain an insight into their children's learning and time at the pre-school as they help on the parents rota. Parents views are actively sought throughout the child's time at pre-school. They are given regular reports both formally

and informally which ensures children's needs are met. Parents know how their children are progressing as they meet with the staff and view the children's records at planned sessions twice a year. Parents value the availability of the friendly, caring staff at the beginning and end of each session.

## **Organisation**

The organisation is satisfactory.

Children are comfortable and at ease in a well-organised environment. Space is used effectively, indoors and outdoors, to meet all children's needs and they are well supported by the high staffing ratio. There are four members of staff at every session and the manager. Parents come in as voluntary helpers. The manager and chair have a good understanding of their roles and responsibilities. Systems for informing Ofsted of committee changes and obtaining their criminal records bureau disclosures are not efficient or effective.

Leadership and management of nursery education is good. All staff are well deployed and work well together as a team. This ensures children feel confident, secure and their welfare, care and education are well promoted. The staff and committee are keen to improve all aspects of the preschool and have almost completed accreditation through a quality assurance scheme. Many of the staff are furthering their qualifications. Children benefit as the staff are encouraged to develop personally through ongoing training for example staff have attended advanced child protection and health and safety training. Children are protected by the very good induction procedures that are in place and have access to caring, experienced adults who support their education. This is backed up by relevant policies and procedures and documentation which works well in practice. There are effective systems in place to monitor, review and update all policies and staff records. Planning is effectively managed and monitored to ensure children make good progress to the early learning goals. Overall, the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The pre-school have made good progress following their last inspection where three issues were identified for improvement to ensure children's safety. These related to ensuring the premises are secure; recording of risk assessments and checking procedures and documentation to record staff and visitors on the premises. The pre-school have fitted new locks to the front door and have developed good systems to keep children safe on arrival and when leaving the setting. Staff registers and visitors books are accurately record when adults are present in the preschool. There are good systems in place to identify risks as risk assessments are completed at six monthly intervals. Daily checking procedures are in place to ensure the premises are clean and safe for example a check list is in place which shows the time the toilets have been checked.

The nursery education inspection recommended two points for consideration; to improve planning to show how activities would be extended and to provide more

opportunities for children to become familiar with key words. Activity plans do not identify how activities will be adapted for children learning at different rates and this point will be carried forward. Children have good opportunities to see key words as labels are in place for areas such as the book corner and items such as the door and window have labels. Children see their name labels as they recognise and put their names on the tree during registration.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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**

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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 children have free access to drinking water throughout the session
- develop effective systems to inform Ofsted of changes to the committee and ensure they complete criminal record bureau disclosures as the registered person

#### **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):

- provide a range of non fiction books that are accessible to the children and that can be used to enhance other activities and develop links between learning
- improve planning sheets to show how activities are adapted for children of differing abilities

- make use of everyday activities to develop children's calculation and practical mathematical problem solving skills
- improve children's access to a wide range of craft resources, recycled materials and tools to enable them to develop and enhance their own role play and creative imaginations.

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