



## **Creech St Michael Community Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	142861
<b>Inspection date</b>	23 May 2006
<b>Inspector</b>	Elaine Douglas
<b>Setting Address</b>	Hyde Lane, Creech St Michael, Taunton, Somerset, TA3 5QQ
<b>Telephone number</b>	07977 224412 or 01823 442898
<b>E-mail</b>	
<b>Registered person</b>	Creech St Michael Community Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

Creech St Michael Pre-School is run by a parents' committee. It opened in 2000 and operates from an Elliot building set within Creech St Michael Primary school, situated in the village on the outskirts of Taunton. A maximum of 16 children may attend the group at any one time. The pre-school is open from 09:00 to 15:30 Monday to Thursday and from 09:00 to 12:00 on Fridays. The group have their own enclosed outdoor area and are also able to access the school playing field. The school also

allow the group to use the main school hall, which is scheduled into the weekly timetable.

There are currently 39 children, aged two to five years on roll. Of these, 31 receive funding for nursery education. The group offers support for children with learning difficulties and also supports children who speak English as an additional language.

The pre-school employs five members of staff. Of these, the supervisor has a diploma in Pre School Practise (DPP) and NVQ level three in Early Years, Childcare and Education, 3 staff are working towards a level 3 qualification and 1 is working towards a level 2.

The group are members of the Pre-School learning Alliance. Good links have been established with the reception class teacher within the school.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is protected as they play in clean, appropriately heated and ventilated premises. Staff follow effective cleaning procedures, such as cleaning the tables with antibacterial spray and disposable cloths. Wipe-clean tablecloths are used at snack time and several of the staff have attended food hygiene training. Any medication children require is recorded and then administered appropriately. All staff have attended first aid training and sufficient first aid equipment is readily available, so accidents can be dealt with effectively.

Children are encouraged to learn about personal hygiene, through their daily routines. They help themselves to tissues when needed, they wash their hands after using the toilet and are reminded to use the liquid soap and paper towels provided. Children wash their hands prior to having their lunch and the majority of them wash their hands before having their snack. However, not all children are sufficiently supervised to ensure they have.

Children are provided with healthy snacks. For example, they are able to choose from a variety of fresh fruits or savoury biscuits and tomatoes. They are given a choice of milk or water, and children can help themselves to fresh drinking water throughout the session. Parents provide information on any special dietary requirements and are encouraged to provide a healthy packed lunch for their children.

Children regularly enjoy opportunities to be outside and take part in physical activities. Staff use the Foundation Stage curriculum to promote children's physical development. Children propel scooters appropriately; more able children steer accurately, to avoid obstacles. Children negotiate the limited space indoors, well. They carefully balance on the 'wiggly walk' blocks, and throw and retrieve balls. However, staff do not plan sufficiently for children to use large climbing equipment. Children learn about healthy practices through discussion and activities. For

example, children discuss germs when they are asked why they had to wash their hands. They take part in activities to understand about the care of their teeth, hair and skin.

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

The provision is good.

Children are kept safe through good security and supervision. A member of staff remains at the door when parents arrive; a stair gate is used to ensure children cannot exit the premises unsupervised. Good deployment of staff ensures children's safety, both inside and outside. Children are safely escorted to the school toilets. Good risk assessments are carried out and actions taken to minimise risks to children. Children are developing a good awareness of keeping themselves safe. For example, one child tells another that his shoe lace is undone. They have a good understanding that some boundaries are for their own safety, such as not climbing on chairs. Children regularly take part in practising the emergency evacuation procedures. The fire equipment is checked annually and staff ensure they have all contact details easily accessible in an emergency.

Children have sufficient safe space to play; toys and resources are stored securely at child height for them to safely and easily access them independently. Children use a wide range of appropriate resources, which are regularly checked to ensure they are well maintained. They safely use some areas of the school premises through good risk assessments and supervision.

Children's welfare is protected by the staff's clear knowledge of child protection issues; they have all attended training. Appropriate documentation is displayed for further guidance. The supervisor has a sound understanding of the procedures to be followed in the event of a concern about a child or a member of staff.

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

The provision is good.

Children are settled and happy and motivated to take part in the activities provided. Children between the ages of two and three years are well supported by staff, as they take part in all the activities. They explore their environment and are sensitively supported by the older and more able children. For example, one child helps another to balance along the 'wiggly walk'. Children achieve through effectively learning through their play.

Nursery Education.

The quality of teaching and learning is good . Children make good progress towards most of the early learning goals. Staff have good systems to ensure all areas of the curriculum are planned for. Staff have a good understanding of how to promote children's all-round development through the activities provided. However, the daily plans do not identify the learning intentions of the activities and resources. Children

are given very good opportunities to complete activities to their own satisfaction and to express their own ideas. For example, some children taking part in the potato printing start to paint and print their hands and arms. Small groups are used to support the older and more able children in their development. However, there is an emphasis on worksheets and staff do not use all opportunities in daily routines and craft activities to extend their learning. Staff make timed observations of children's development and use these to record children's progress towards the early learning goals. However, they are not consistently recorded between key workers, and therefore do not provide sufficient evidence of some children's progress in some areas of their development. Children benefit from good interaction from staff. They ask good open ended questions and provide new vocabulary to extend children's knowledge.

Children are very caring, they help one another and show concern for each other. Children are pleased to see each other on arrival. They are very social, and have very good relationships with the staff. Children take turns and share, and they happily engage in conversations about their homes, holidays and events outside the playgroup. Children willingly help to tidy up, they take it in turns to help set up the snack table. They develop independence as they take care of their personal hygiene and help themselves to drinks. However, staff prepare their snack for them, which does not extend the development of the older and more able children.

Children look at books independently, they handle them correctly and pretend to read the story. They have daily opportunities to recognise their names. However, staff do not support them in linking sounds to the letters. Children's knowledge and vocabulary is extended by staff asking the meaning of words, such as cocoon. Children notice shapes and numbers in the environment. Older children display an understanding of the terms 'full' and 'half full' and recognise some numerals as they follow dot to dot puzzles. They can sequence and follow a pattern using beads. Children develop an understanding of the number that is one less than the given number, when they sing number songs and hold up the corresponding number of fingers.

Children learn about their own environment through very good links with the community. They go for regular walks, take part in community events and have regular visitors to the group to support their learning. Children celebrate their own cultures and develop an awareness of other peoples through celebrating festivals. They confidently use ICT and can operate a simple program, using mouse control. Children have regular opportunities to explore paint and different textures. However, adult led craft activities are prepared at one level, and consequently do not extend the development of the older and more able children. Children enjoy music, sing with enthusiasm and listen to the different noises the instruments make. They display good imagination and facial expressions in their role play, and act out adult roles, such as pretending to read to the whole group.

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

The provision is good.

Children happily separate from their carers and settle quickly to the activities, due to the good procedures to settle children into the nursery. Good systems are used, to ensure all children are included and have the same opportunities. Consequently, children are happy to wait for their turn. Staff consistently manage children's behaviour and provide good role models. Children's self-esteem is boosted by the constant praise and encouragement by staff. They are constantly thanked and praised for their contribution, and so they are confident to attempt new ideas.

Children's individual needs are met. The staff know the children well and seek good information from parents. Children with learning difficulties and English as an additional language are appropriately supported by staff working with parents and outside agencies. Children learn about other people's differences through celebrating festivals and playing with resources which provide positive images of culture, gender and disabilities. Their spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are welcomed into the group and are actively encouraged to be involved in the committee or use any 'talents' they may have to support the children's learning. Parents receive good information on the provision, and the policies and procedures. Regular newsletters inform them of the forthcoming topics and activities. They have good opportunities to meet their child's key worker and discuss their development.

## **Organisation**

The organisation is satisfactory.

Children's welfare is safeguarded by the effective organisation of the limited space and deployment of staff. Students are appropriately supervised and given good information to help protect the children. Children are cared for by experienced staff, the induction process and annual appraisals are used effectively to identify training and areas for personal development. Regular reviewing of the policies and procedures helps to ensure they are appropriate. However, the complaints policy has not been updated in line with the new procedures and the operational plan is not organised for staff to use as a working document. Children's records are stored confidentially and used well to provide appropriate care. The setting meets the needs of the range of children for whom it provides.

The leadership and management is good. The supervisor works directly with the children and staff, and provides a good role model. Staff, including the supervisor, rotate daily responsibilities, which promotes very good team work and ensures they are all clear about their roles and responsibilities. The good communication between the staff and the committee provides a shared commitment to ongoing improvements.

## **Improvements since the last inspection**

At the last inspection, the group asked to conduct a risk assessment, complete entries in the medication record, write procedures to be followed in the event of an accusation against staff and include the registering body in the complaints procedure.

Since that inspection the group have conducted regular risk assessments on the premises, on outings and on the facilities used. The risk assessments are used to identify any actions to be taken, which ensures children are kept safe. The group are now using the Preschool Learning Alliance, medication book. Accurate records are kept of the medication administered and parents now sign to acknowledge they have been informed. This ensures that children only receive the required amount of medication. The child protection policy has been updated and the procedures to be followed in the event of an accusation against a member of staff or volunteer have been included. Staff and parents are now well aware of the procedures to be followed to protect children. The complaints policy had been updated to include information on Ofsted as the regulating body. However, this needs to be updated again, due to recent changes in the procedures.

At the last nursery education inspection, the group were asked to review their planning to show links with the Foundation Stage curriculum and how all areas of learning will be addressed; to develop the use of evaluation, observation and assessment to meet individual learning needs, and to provide everyday opportunities for children to develop their emergent writing and explore musical instruments.

Since that inspection, the group have introduced a system to monitor the curriculum to ensure all areas are covered. However, daily plans still do not show links with the Foundation Stage curriculum. Activities are now regularly evaluated, key worker groups focus on individual learning. However, they do not focus equally on all areas of development, so children make greater progress in some areas than in others. Children have very good opportunities to develop their emergent writing skills and to explore musical instruments. For example, they use chalk boards inside and in the garden, paper and pencils are readily available, they write their names on their pictures and use writing resources in their role play, such as notepad and lists. Consequently, the children are developing an understanding of the purpose of writing, and the older and more able children write recognisable letters and simple words. Children now listen to the different sounds of instruments and experiment with playing them.

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

Since the last inspection, Ofsted has received one complaint relating to Standard 7: Health. The complaint related to concerns about toileting and hygiene. We asked the provider to investigate the concern raised in June 2004. The provider took action following the concern and there was no evidence to suggest the National Standards were not being maintained. The provider remains qualified for registration. The provider has made a record of the complaint in their complaints record.

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):

- ensure all children wash their hands prior to having their snack
- update the complaints policy in line with the new procedures
- organise the operational plan for staff to use as a working document

#### **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 consistency amongst keyworkers when providing evidence of children's development to share with parents
- extend the use of adult-led craft activities and daily routines to further promote the development of the older and more able children
- review the planning, to show learning intentions of activities and opportunities for children to use climbing equipment

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](http://www.ofsted.gov.uk)