

Lea Community Pre School

Inspection report for early years provision

Unique Reference Number	EY248133
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Inspector	Susan Janet Lee
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Registered person	The Governing Body of Lea Community Primary School
Type of inspection	Integrated
Type of care	Sessional care

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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 provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

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?

Lea Community Pre School was registered in 2003. It operates within Lea Community Primary School. The provision is run by an organisation.

The children have access to the hall, a classroom, bathroom facilities and an outdoor play area. The setting is open Monday to Friday from 09.00 until 11.30 and 12.30 until 15.00 during term time. The provision is registered to provide care for a maximum of 24 children at any one time and there are currently 26 children on roll, of these, 16 children receive funding for nursery education.

The setting employs three staff who work directly with the children and two staff have an appropriate childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in well maintained premises. They are protected from infection and stay healthy because staff are active in promoting good health and hygiene. Staff have a good understanding of the importance of exercising good hygiene practices to minimise the risk of cross infection. The children learn about personal care routines as they wash their hands at appropriate times of the day. The bathroom affords children's privacy and dignity and staff provide toiletries to encourage the children to wash and dry their hands properly. The written sick children's policy ensures effective measures are in place when children are ill.

Staff provide healthy snacks to aid children's growth and development. Snacks include fresh fruit and vegetables. Photographical documentation shows the children helping to prepare snacks as they use child friendly knives to slice the fruit. They also have opportunities to try foods from other countries enabling them to try new tastes and textures. Snack time is a relaxed, social occasion and the children develop their independence through making choices and serving themselves. The children are able to independently quench their thirst as fresh drinking water is readily accessible.

Children have lots of opportunities to enjoy and develop their physical skills as they have access to a large hall and an outdoor play area. They learn about their bodies and develop control and coordination as they have access to a good range of outdoor play equipment. The children enjoy playing outdoors in the fresh air. The children run and jump and play with footballs and they are warmly dressed when it is a wet day. They throw and bounce the balls to staff and other children. A group of children attempt to throw their ball through a hoop and some are successful. The children enjoy walks in the woods and visits to the park, all of which contributes to their good health and physical development. Children in receipt of funding for

nursery education move freely and with pleasure. They adjust speed and change direction to avoid obstacles and show respect for other children's personal space. The children experiment with different ways of moving as they balance, turn, jump and move in and out. Photographic documentation shows the children enjoy flying kites in the wind, playing in the snow, playing parachute games and they have fun participating in an obstacle course. The children develop good skills in transporting equipment safely and they practise some safety measures without adult direction.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Comprehensive risk assessments are in place. Staff have a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. Staff complete a risk assessment prior to any trips taking place to identify any potential hazards and to keep the children safe. Staff are vigilant in supervising the children enabling them to play safely and independently. The children develop an understanding in keeping themselves safe as staff gently remind them not to throw sand and to sit properly on the chairs. Staff practise the evacuation procedure with the children on a regular basis, helping children to develop an awareness of what to do in the event of an emergency, such as a fire.

Children are cared for in a warm and welcoming environment. Children's artwork, posters, photographs and information for parents is displayed, making the environment bright, stimulating and informative for the children, their parents and visitors. The environment is child centred and conducive to children's exploration and learning. There is a good selection of furniture available to allow the children to play, rest and eat in comfort. The setting provides a wide range of man-made, natural and recycled resources to help the children progress in all areas of their development. The children find the resources fun and interesting. Toys are stored at child height which enables the children to initiate their own ideas and extend their play.

All required documentation is in place and staff have a secure understanding of child protection matters and procedures. As a result, children's welfare is effectively safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a good understanding of the 'Birth to three matters' framework and they plan a wide range of activities and experiences to help the children develop physically, intellectually, emotionally and socially. Effective systems are in place regarding planning and assessment. Staff use the same areas of continuous provision for all the children but plan for the younger children using the 'Birth to three matters' framework to differentiate to meet their needs and to enhance their play. Staff observe the children and use this information to chart their progress and to

inform planning to meet children's needs and to promote future development.

The effective key worker system allows staff to work with the same children and enables them to get to know the children well, establishing firm bonds and secure relationships. Staff deploy themselves well to offer good care and support to the children. Staff are spontaneous to children's interests and follow their lead. The children are able to choose from a wide range of activities and they are happily engaged and occupied.

The children enjoy being imaginative as they play in home corner. They dress up and then extend their play into the book area. They use the large cushions and blankets. One child puts the two other children 'to bed' and tucks in their blankets. A group of children make connections as they play with zoo animals. They choose an animal, name it and then sort the animals into sets. Staff enhance their play by introducing a book with such animals in. The children have fun finding the animal in the picture and talking about it to staff.

The children explore sound as they play with the musical instruments. They bang cymbals together, shake tambourines and bang on drums with their friends. They enjoy being creative as they make collage pictures and paint pictures at the easel. A group of children are engrossed in their exploration of sand and play dough. They use their hands and fingers to feel the texture. The children develop their fine manipulative skills and hand eye coordination as they use tools to achieve different effects with the play dough.

Nursery education

The quality of teaching and learning is good. Staff have a sound understanding of the Foundation Stage and they plan a broad range of activities and experiences to help the children make good progress towards the early learning goals. Effective systems are in place in relation to planning and assessment. Staff plan focussed activities and use differentiation well to meet the varying needs of the children and to plan more challenging experiences for the more able children.

The atmosphere is busy and productive. Staff work hard to provide an interesting and inviting environment to the children. They are adept in engaging children's interest and they set realistic expectations for the children. Staff interact with the children at every opportunity to extend children's language; answer their questions, introduce new concepts and to challenge children's thinking.

Staff devote lots of time to children's personal, social and emotional development. The children display high levels of involvement in their chosen activities. They clearly feel safe and secure. The children are able to stand up for their own rights and are confident to make their needs known. They develop an understanding of the boundaries and adapt their behaviour to different situations, for example, they sit quietly at story time. The children operate independently within the setting. They develop very good self help skills as they use the bathroom, dress up, put on their coats to play outdoors, help to tidy up and serve snacks. The children have a positive

self image and they make connections between different parts of their life experiences.

The children develop good language skills and they use language well to explain what they are doing, connect ideas and anticipate what will happen next. They initiate conversations and take account of what other children say. The children use language to develop story lines linking significant events from their own experiences. They enjoy lots of activities to help them link sounds and letters. The children have access to a lovely book area and to a wide range of books. They recognise their own name as they self register on arrival and find their place mats at snack time. They begin to ascribe meaning to mark making and develop an understanding that we write for a purpose as they mark make in a variety of role play situations and activities. They make shopping lists, for example, write and post cards, make signs and directions, write labels for plants and make appointments in a diary at the vets.

Children learn about mathematical concepts, such as number, shape and size through daily routines, play activities, number songs and stories. They use number language spontaneously during play and recognise personal significance, for example, a child says "I am four" and points to a number four on the wall. There are few opportunities however, for children to use problem solving skills to calculate. The children learn about capacity as they weigh ingredients to bake, fill and empty containers in sand and water. They develop an awareness of early science as they explore floating and sinking and pour sand on a wheel to make it spin round. The children use appropriate shapes to make representative models. They compare size and match using colour and shape.

Knowledge and understanding of the world is a strong area. The children have lots of opportunities to observe and manipulate objects and explore natural and man made objects. They examine living things to find out more about them, for example, they go for a walk in the woods and they observe and investigate mini beats in their natural environment. The children plant bulbs and nurture them by watering them. They explore the seasons and different weather conditions. The children have access to a wide range of interactive resources. They enjoy playing on the computer and are able to operate the equipment and complete programmes. The children develop a sense of place and take an interest in the world in which they live. They look at different countries and talk about animals, people and habitats. The older children know that Eskimos live in igloos. The children learn about their local community and people who help us. They have lots of opportunities to find out about their own and other cultures.

The children describe the texture of things and they explore what happens when they mix colours. They understand that different media can be combined and they make creations using a selection of collage materials, glitter and crayons. They have many opportunities to express their own thoughts and ideas using a wide range of creative materials and media. The children enjoy moving their bodies in response to music. They build up a repertoire of songs and enjoy joining in singing and action songs. The children use a wide range of musical instruments. They explore the sounds of the instruments and liken them to familiar weather sounds. The children

have many opportunities to re-enact their own experiences and develop their understanding of the world in which they live as they participate in a wide range of role play situations. The children introduce a story line into their play and play alongside other children who are involved in the same narrative.

Helping children make a positive contribution

The provision is good.

The setting displays posters as a means of promoting equality of opportunity. Staff gather a wealth of information from parents about their children's individual needs to enable them to be in a position to best meet these needs. Staff provide a fully inclusive environment and help all the children to make a positive contribution and reach their potential. The setting provides a lovely range of resources that reflect diversity, helping the children to learn about themselves, other people and the world around them. The children also celebrate their own and other cultures, helping them to value each other's similarities and differences and develop respect for other people's cultures and traditions. Staff work very closely with parents and other professionals to meet children's learning and developmental needs.

Staff have a good understanding of the behaviour management policy and they are consistent in their approach to managing children's behaviour. As a result, children are given a consistent message. Staff act as good role models to the children. They are calm and patient, polite and encourage the children to share and take turns. Consequently, the children develop an understanding of what is expected of them. Staff work well with the children to help them find positive ways of expressing their feelings and helping them to problem solve together. The children receive lots of praise for their efforts and achievements such as sharing, taking turns, being kind, polite and to listen. The children then celebrate their achievements again at snack time with all the other children, helping to develop their confidence and self-esteem.

The gradual settling in procedure helps the children feel secure and helps them to develop a good sense of belonging. They enter with ease and go happily to play with their friends. The children make decisions as they choose what to play with and take responsibility as they help to tidy up. The children clearly enjoy their time at the setting and they thrive on staff's interaction and attention. Children's spiritual, moral, social and cultural development is fostered.

Staff build good working relationships with parents, who are greeted warmly on arrival. Regular newsletters keep parents informed about forthcoming events. Effective systems are in place to keep parents informed about their children's daily activities and their progress. Staff seek the views of parents by asking them to complete a questionnaire on a regular basis. Parents are happy with the service provided, levels of care and activities afforded. The partnership with parents and carers whose children receive funding for nursery education is good. Parents are provided with a good source of information when their child becomes eligible for funding. Effective systems are in place to gather information about children's starting

points. Parents are well informed about their children's progress and are encouraged to be fully involved in their children's learning.

Organisation

The organisation is good.

The effective vetting procedure helps to protect children. The good induction procedure gives staff a clear understanding of their roles and responsibilities. Staff have high regard for children's well-being as they attend lots of training to further develop their childcare practices. All staff have a valid first aid certificate, ensuring they have up to date knowledge of what to do in the event of an accident or minor injury.

Registers are up to date and show which timed sessions the children attend, however, there is no system in place to record children's times of attendance if they arrive late or leave early. Staff to child ratios are maintained to promote children's care, learning and play. Staff work well together as a team and they organise space, time and resources effectively to meet children's needs.

All required policies and procedures are in place and these work in practice to positively promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All required documentation is in place. It is well organised and stored securely to maintain confidentiality.

The leadership and management of nursery education is good. The management team have a clear vision. The aim and philosophy are imparted to staff at their induction during the first week of their employment. Regular staff meetings and appraisals ensure open lines of communication and help to identify any training needs. Effective systems are in place to monitor the delivery of nursery education. The manager works alongside staff each day. She is deeply involved in planning and she observes teaching practices. She has a clear understanding of strengths and areas for development. The staff team are currently working together to further develop the areas for development.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection a recommendation was agreed in relation to documentation. The setting now has written parental consent in place for taking photographs.

Complaints about the childcare provision

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 the register includes the times of children's attendance.

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop teaching practices to help children to begin to use problem solving skills to calculate.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2473)* which is available from Ofsted's website: www.ofsted.gov.uk