

Amigos Multi-Cultural Pre-School

Inspection report for early years provision

Unique Reference Number	130734
Inspection date	22 June 2007
Inspector	Fler Wright
Setting Address	Cornerstone Community Centre, 1 Church Road, Hove, East Sussex, BN3 2FL
Telephone number	07748077676
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Registered person	Amigos Multi-cultural Pre-school
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 satisfactory. 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?

Amigos Multi-cultural Pre-School was first registered in 1999. The group is run by a committee and is also a registered charity. It is situated in the Cornerstone Community Centre, St John's church in central Hove, East Sussex. Children do not have access to a outdoor play area although they are able to access a large hall for physical play twice a week. The pre-school is open Monday to Friday, term time only, from 9:30 to 12:00. Every Tuesday and Thursday, some children attend a lunch club until 13:30.

The pre-school is registered to care for 18 children at any one time and there are currently 28 children aged from two to under five years on roll. Of these, 18 receive funding for nursery education. Children attend for a variety of sessions. The pre-school are able to offer support to children with learning difficulties and/or disabilities and to those children who speak English as an additional language.

The pre-school employs a total of four staff, three of whom work with the children on a daily basis. Volunteers and support workers attend in addition to this. All of the staff hold relevant child care qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to learn how to keep themselves healthy through well structured routines. They are able to wash their hands at appropriate times throughout the day and do so independently. They know they need to do it in order to 'get the germs off so they don't get tummy ache'. There are good procedures in place during nappy changes to prevent the risk of cross contamination as staff use gloves and clean the changing mat between uses. Children are encouraged to use tissues themselves, helping them to think about their own personal needs. Visits from the dentist help to ensure children learn about the importance of good oral hygiene. All staff have a first aid certificate helping to ensure children are very well protected in the event of a medical emergency.

Children enjoy a variety of nutritious snacks such as fresh fruit and rice cakes that meet their dietary needs during the session. Free flow snack is in operation meaning children are able to choose for themselves when they are hungry, encouraging their independence. It is well organised, and children choose their names to self register, helping to encourage learning. Children enjoy using play fruit and vegetables in the home corner and on the germination table. They also enjoy printing using real fruits such as fresh limes. This instigates many discussions and they know that eating fruit is good for them as it 'makes you big and strong'.

All children have their own flasks in the play space that they access confidently and independently, helping to ensure they are always well hydrated.

Children enjoy a range of activities that develop their physical skills and contribute to keeping them healthy. Children have access to a large indoor space twice a week adjacent to the main play area where they are able to develop their physical skills. This space enables children to run around and make good use of equipment such as slides, balls and sit and ride toys. They enjoy weekly yoga sessions and are starting to learn about relaxing their bodies using different breathing techniques on a daily basis.

Children move confidently and in a variety of ways. They are competent when using sit and ride toys and show co-ordination when jumping and running. Children's fine motor skills are developing very well, and they confidently select and use small equipment such as pencils, play dough tools and scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

All children benefit from an exceptionally stimulating environment that is warm, welcoming and extremely well organised and resourced. Due to this, children are excelling in all areas of development and learning. Photographs and displays of their work shows staff value their contributions. The dedicated book area is an inviting space with soft carpeting and cushions, helping to create a cosy atmosphere.

Staff have a sound understanding of safety issues as regular visual risk assessments successfully minimise potential hazards around the pre school. Staff deployment is effective and helps to ensure children are well-supervised and safe at all times. The premises are secure, and visitors are usually asked to sign in on arrival. Parents sign their children in and out on a daily basis, helping to ensure it is clear who is on the premises in the event of an emergency. However, if

a child arrives late or leaves early, the times are not recorded. This impacts upon children's safety as the records are incomplete, breaching a regulation. Staff and children practice the fire evacuation procedure on a regular basis, although not all children have had experience of this. Drills are done once a term meaning it may take some time for children to partake in a drill, slightly compromising their safety.

Staff have an understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This ensures they quickly recognise when a child is in danger and can act in the child's best interests. The confidential records they hold help to ensure existing injuries or concerns are recorded, promoting the welfare of the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, relaxed, confident and enjoy their play. They relate well to staff, and confidently approach them for support indicating trusting relationships are built. Children enjoy and learn from a very good range of activities and experiences that help to encourage their learning and development. They have access to good quality, stimulating toys that provide balance and challenge. The learning environment is exceptionally well planned to meet the needs and interests of the children in attendance.

Staff believe in child initiated play and so the environment is set up with a wealth of games, resources and activities each day that children are able to roam between. Exciting experiences such as yoga and visits from the dentist, as well as activities that include germination of seeds, candle drawing and vegetable printing all help to ensure children experience an excellent variety of opportunities each day, that they are able to enjoy and learn from. The vast majority of activities are adult led, helping to ensure children gain the most from them.

Birth to three matters is being implemented and planned activities help incorporate this well, into children's daily play. Children help to pack away at the end of each play session, and enjoy a story and physical game at the end of each day. Large group times are a good source of learning for children as they discuss the topic, and participate in various ways, for example, by watering their beans. However, some of the younger children find it hard to sit and listen and are often distracted. Those that do not want to participate are able to read in the book area helping to increase their enjoyment. Staff know each child well and are very enthusiastic in their interaction with them. Their genuine caring nature helps children to thrive in the pre school environment. They spend time playing with children, helping them to develop new skills and make progress in their learning. They increase children's self-esteem by using lots of positive interaction, and use effective questioning and make helpful statements in order to further promote children's learning and development.

Nursery Education

The quality of teaching and learning is outstanding. Children's learning and achievement are exceptional in relation to their starting points and capabilities. Teaching is consistently inspiring and challenging for all groups of children. The activities and experiences provided are exceptionally well matched to the funded children's needs and interests as staff plan the learning environment and activities, based on the children in attendance. They know them exceptionally well. Teaching is rooted in expert knowledge of the Foundation Stage. The varied and exciting teaching methods in use show staff have a full understanding of how young children learn and progress. Relationships are excellent. Teaching highly motivates children so they are engrossed

in their activities and make very rapid progress. Assessment is rigorous. Observations are carried out all of the time and are used very effectively to guide the weekly planning meetings in order to ensure children are appropriately challenged and progressed.

Activities and experiences for all children are rich, varied and imaginative and meet the needs of individual children exceedingly well. Practitioners are skilled and sensitive in their management of children and their behaviour. They provide a highly stimulating and welcoming environment which fully reflects the children's backgrounds and the wider community. They consistently make excellent use of their time and resources to support children's learning. Continual and rigorous monitoring procedures enable staff to maintain the high standards of teaching.

Children are developing excellent relationships with others and get on well with peers and staff. Staff listen with interest to children's thoughts and stories, and ask open-ended questions to help extend learning. Children show an immense sense of pride in their work and achievements. The work they do is well displayed around the play space helping to encourage their learning and development. They help clear up, and are encouraged to work together. They enjoy being read to, and make full use of the book area. Group time is an excellent source of learning for children. The writing area is very well equipped and even children with long names are able to write and form the letters correctly.

Children are given many opportunities by staff to recognise shapes and numbers, calculate and use subtraction in everyday situations. Children show an interest in information technology, and use the computer with ease. They also demonstrate good exploration and investigation skills, and enjoy looking at beans or shells using magnifying glasses. Children have excellent opportunities to learn about different cultures and enjoy listening to stories read to them in other languages. They frequently discuss people, places and events in their lives. Children move in a variety of ways. They enjoy regular exercising and yoga as well as developing their skills on large equipment such as slides. Children enjoy experimenting with different media, and have free access to a wealth of equipment. They use their imaginations in the well resourced, themed, role play areas and enjoy pretending to shop at the grocery store or bakers. Children are thriving in the pre school environment and are making excellent progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Children are treated with respect and are made to feel good about themselves. Photographs of their friends and low-level displays of their work help to give them an important sense of belonging. Staff encourage all children to participate in the activities provided which ensures they have an equal opportunity to maximise their enjoyment and potential. There are a very good range of resources and activities available to promote diversity, helping children to increase their understanding of anti-discriminatory practice and the wider world. Different cultures are celebrated, and children with English as an additional language are very well supported. Staff make best use of their skills by reading children stories in their native languages.

The designated special educational needs co-ordinator has a good understanding of her roles and responsibilities and has attended the relevant training. One to one workers are employed to help ensure children with learning difficulties and/or disabilities are well supported and make good progress in their play and learning.

Children are well behaved and benefit from regular praise and encouragement from staff to help build their confidence and self-esteem. Children show an understanding of working co-operatively, of each other's needs and of responsible behaviour as they share popular resources such as the computer or role play toys. Staff use positive methods to manage children's behaviour, and address concerns quickly.

Partnership with parents is good. Parents are very happy with the care provided and particularly like the caring staff, range of activities and the effective organisation of the pre school. They receive good information about the Foundation Stage and Birth to three matters frameworks. They provide comprehensive details of their children and where they are at developmentally when their children start, helping staff to effectively plan the next steps in their learning. Regular newsletters and parent consultations help parents to feel involved in their child's learning. They are also supplied with the details of the topics and planning for the term helping to ensure they know what their children will be doing. This is also displayed in the play space for parents to view as they please. The white board is completed daily before each session, detailing the activities on offer and what the children will be talking about. This helps parents to feel fully involved with the pre school. All of the required permissions are in place helping to ensure children are cared for according to parental wishes. There is an appropriate complaints policy in place, and the parental comments book contains many positive reviews. However, staff have a limited knowledge and understanding of the regulations surrounding the complaints procedures although this has a minimal impact on the partnership with parents as they encourage an open door policy to ensure information is shared daily. They have not received any complaints from parents.

Parents are able to come into the pre school to help with activities as often as they like. The rota is displayed daily in order to encourage parents to volunteer. They are given some guidance on what is expected of them although this is basic and does not include any information on the ways that children learn. Children attending the pre school are excelling in their learning although this lack of information slightly limits the ways in which children can benefit from the activities and experiences parents are involved with.

Organisation

The organisation is satisfactory.

There are a range of policies and procedures in place that help to ensure the safe and effective management of the setting in order to promote children's welfare. However, the complaints policy requires updating in line with current guidance and legislation and the register does not show children's hours of attendance, breaching a regulation.

There are good procedures in place for recruiting new staff. Children benefit from a generally well-organised environment where they receive good adult support to help ensure they gain the most from the experiences on offer, whilst encouraging their security and confidence. Staff are well deployed which helps to ensure children are well-supervised and safe.

Leadership and management is good. Clear aims reflect a commitment to improving the quality of care and education on offer. Staff are very aware of their roles and responsibilities and exchange important information at weekly planning meetings helping to ensure consistency of care. The educational programme on offer is exceptionally effective and as a result children are making excellent progress in their learning. Staff are dedicated, and show a genuine care for the children in attendance. Overall, the provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the pre school were asked to ensure accidents were recorded clearly and in full, to re-organise the paperwork for easy retrieval of information and to review the registration procedure to ensure that the record is always accurate. Since the last inspection, staff have improved the accident records and parents sign each accident helping to ensure information is shared. All paperwork is now easily retrievable and organised. The registration system has been improved slightly, although the hours of children's attendance are not recorded, breaching a regulation. A recommendation has been set at this inspection to ensure this procedure is revised.

The pre school were given a point for consideration in relation to the nursery education part of the inspection, and this was to develop the links between children's assessments and the weekly planning. The planning is now very effective. Staff ensure there are excellent links between the observations, assessments and planning helping to ensure children are making excellent progress in their learning.

Complaints since the last inspection

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.

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The quality and standards of the care are satisfactory. 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 are aware of the procedure to follow in the event of a fire
- ensure the register shows children's hours of attendance

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 the information given to parents regarding their parent helper duties to ensure they are made fully aware of how children learn

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 2599)* which is available from Ofsted's website: www.ofsted.gov.uk