

Village Under Five's

Inspection report for early years provision

Unique Reference Number	130775
Inspection date	20 September 2007
Inspector	Shan Gwendoline Jones
Setting Address	Village Centre, Windlesham Close, Portslade, Brighton, East Sussex, BN41 2LY
Telephone number	01273 430704
E-mail	
Registered person	Village Under Five's
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?

Village Under Fives opened in 1971. It is operated from the main hall of the Village Centre, which is situated in Portslade. A maximum of 30 children may attend the setting at any one time. The setting is open Monday to Friday from 09:15 to 11:45 and 12:15 to 14:45 term time only. All children share access to an outdoor play area.

There are currently 60 children aged from two to five years on roll. Of these 32 children receive funding for nursery education. Children attend from the local and surrounding communities. The pre-school currently supports a number of children with learning difficulties and disabilities.

The setting employs 12 staff, 10 of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean, warm pre-school. The risk of infection to children is minimised by the setting's policy of not caring for sick children. Children are encouraged to take responsibility for their personal hygiene and health awareness by learning to wash their hands before snacks and after using the toilet. Activities are linked with the themed topics to extend children's interest. For example, a project on healthy living incorporates a visit from the dentist and children also explore different foods from around the world.

Children's health and wellbeing is further protected as a number of staff hold a current first aid qualification and know how to respond effectively in an emergency situation. They follow the correct procedure for administering and recording medication and the recording of accidents and incidents. These are shared with parents.

Children are active and move with confidence around the setting. They enjoy regular exercise and fresh air. They are able to develop their spatial awareness as they have great fun as they participate in races.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have sufficient space to move around and play safely. They access a varied range of resources covering all areas of development. Staff make visual checks on the resources each time they are used to ensure they are in a clean and safe condition for children to use.

The measures in place to protect children's safety are satisfactory. However, risk assessments are not sufficiently rigorous in relation to the outdoor play area which can be accessed by the general public. In addition, the temperature of the hot water tap in the children's bathroom is too hot. Whilst staff do not permit the children to use the hot tap, this remains a safety hazard. Measures have been taken to address these areas but they are not fully effective.

Staff have a satisfactory knowledge and understanding of child protection issues and this helps to ensure children are protected from harm and neglect. However, the local area child protection procedures were not in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and immediately settle down to an organised activity, or initiate their own play from the wealth of resources available for them. Younger children benefit from activity planning that follows the Birth to three matters framework to support their learning. This means that they are becoming competent learners as the activities are meaningful and appropriate. Staff talk about how each child is progressing and plan their next step for development. They recognise the value of play in a child's development and introduce a range of experiences, enabling all children to learn to play and work together in large and small groups as well as independently.

The pre-school has a relaxed and caring atmosphere. Staff give warm and gentle care to the children and interact positively with them. This increases children's sense of wellbeing and security.

Nursery Education

The quality of the teaching and learning is good. The play opportunities provided are stimulating and fun because staff understand how children learn. This in turn means that children show good levels of independence, curiosity and an eagerness to participate. They move purposefully from each area of learning. For example, children delight in dressing up in elaborate costumes, admiring their reflections in the mirror, they then move on to paint a picture on the easel.

Older children are confident in the pre-school, they greet each other and staff with pleasure as they arrive. They have obvious friendships. Children can communicate well and they are able to listen to others and contribute their own ideas. They are able to describe what they are thinking, for example children work co-operatively as they design and construct the wooden railway track. Children respond with interest at story time as they look at the detail in the pictures and answer questions about the story content. They enjoy looking at books independently, they are able to hold books well and turn the pages correctly.

Children explore a range of different materials and learn about the natural world through the activities planned and carried out. They are beginning to explore technology, for example by using the computer programs independently. Children have great fun as they create their own 'Mr Potato Head'. Staff have a good understanding of children's development needs and promote children's manual skills and use of tools. However, organisation of physical outdoor play does not offer a range of play opportunities to stimulate and challenge the children.

Staff encourage children to lead their own learning and this is successfully achieved by a well developed routine, with a good balance of child and adult initiated activities. Children express their ideas freely through a good range of activities. For example, role-play, collage and painting. Children's individual progress is observed, and information gained from these assessments is used to plan the next stages of their development.

Helping children make a positive contribution

The provision is satisfactory.

Children with learning difficulties and disabilities receive well planned support. The nursery special educational needs co-ordinator is well trained and good use is made of other agencies to help children progress. Staff are committed to supporting the individual needs of children and spend quality one to one time with them. Effective use of Makaton sign language further supports their development. Children's spiritual, moral, social and cultural development is being fostered.

Some toys, books and resources help children to learn about the world they live in and the beliefs of other people. Staff know their key children's backgrounds and chat to children and make links between home and pre-school. However, staff are not secure in their understanding of how to help children develop a wider appreciation of equality and other cultural and religious festivals.

Children behave well; they understand the boundaries set and know what is expected of them. There are suitable strategies used to reinforce good behaviour; children receive praise and

encouragement from staff for good behaviour and daily activities. The gradual settling in period at the beginning of term has a positive impact. It enables staff to treat all children with equal concern and ensure they receive appropriate support, relevant to their individual needs.

Partnership with parents and carers of children who receive nursery education is good. They receive regular information about the running of the pre-school, how children learn, and planned events. Parents speak highly about the setting. They are happy with the educational progress their children are making and the information they receive about the Foundation Stage curriculum. Parents can discuss their child's progress with the staff at any time. Children benefit from friendly informal relationships between staff and parents, which is enhanced by the effective implementation of the key worker system.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. The management and staff have identified areas for improvement made at the last inspection, although some areas require further development. Children benefit from the way the room is organised into specific learning areas and in ways which encourage older children's independent learning. The newly appointed supervisor meets regularly with the staff team to discuss planning. She is developing links with other agencies to support the work done with children, for example the local authority advisory teacher. However, a change in the management structure of the pre-school was not reported to Ofsted, this is a breach of regulation. Policies and procedures are shared with parents, although some lack the necessary detail.

Children develop a secure sense of belonging because the pre-school is generally well organised and staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is enhanced by the effective deployment of staff because the manager maintains the child:staff ratios which help to ensure children's wellbeing.

Children make good progress in their learning due to the experience of the staff who extend activities naturally. Staff organise the daily routines and layout of the rooms appropriately. They ensure that children are well occupied and engaged with worthwhile play opportunities. Overall, the nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection three recommendations were raised. The group was asked to review safety measures in relation to security of the premises and temperature of the hot water in the children's bathroom. These two areas have been partially met and require further development.

The system for recording children's arrival and departure times has been revised and provides an accurate record of children's attendance.

At the last nursery education inspection the setting was asked to increase opportunities for children to develop their independence and develop their handwriting skills. Children are encouraged to self select resources and assist with the preparation of snacks, for example children cut fruit such as bananas. Staff provide a variety of tools for mark making. Pens, crayons and paper are easily accessible and themed projects such as 'post offices' further encourage children to practise their writing skills.

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.

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 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):

- obtain and become familiar with the local Area Child Protection Committee procedures
- improve risk assessments on the premises identifying action to be taken to minimize identified risks in particular use of the outdoor play space and the temperature of the hot water
- notify Ofsted of any management changes within 14 days of the event, if possible in advance

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 range of physical play activities and ensure that they provide the funded children with a range of physical activities that offer sufficient challenge
- increase opportunities for children to learn about equality and other cultural and religious festivals

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