

Southwell Pre-School

Inspection report for early years provision

Unique Reference Number	253348
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Inspector	Ros Church
Setting Address	Scout Headquarters, Bishops Drive, Southwell, Nottinghamshire, NG25 0JP
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Registered person	The Trustees of Southwell 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 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?

Southwell Pre-School opened in 1976. It operates from the Scout headquarters in Southwell, Nottinghamshire. The group have use of a large hall, kitchen, toilets and an enclosed outdoor play area. The pre-school operates during term time only, Monday to Friday from 09:15 to 12:00. On Tuesday, Wednesday and Thursday afternoons a lunch club which can be booked operates until 13:00, where children bring a packed lunch.

A maximum of 26 children may attend the pre-school at any one time. There are currently 34 children aged from two to four and a half years on roll. Of these, 20 children receive funding for early education. The pre-school supports children with learning difficulties and/or disabilities and children who have English as an additional language. Children attend from Southwell and the surrounding villages.

There are five permanent and four relief staff who work with the children. Of these, eight staff hold recognised early years qualifications. The group is a member of the Pre-School Learning Alliance and receives support from Nottinghamshire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted because staff follow appropriate hygiene routines that minimise the risk of cross-infection. For example, they ensure tables are cleaned prior to children having snacks. All hand washing facilities are available in the toilet areas, this includes liquid soap and paper towels. Children begin to understand the importance of washing their hands before handling food, and they learn that carrying out these routines helps to keep them healthy. Clear arrangements ensure children are well cared for if they are sick or injured as most staff hold relevant first aid qualifications and clear sickness and medication procedures are in place.

Children are provided with a good range of healthy snacks which include a variety of different fruit, such as banana, apple, pineapple and water melon. Children who stay for packed lunch learn about eating healthily, and to eat their sandwiches before eating sweet food. Parents are given information about what to provide within a packed lunch, to ensure it is healthy and kept fresh. Children's understanding of healthy eating is extended further through related topics and activities on healthy eating. Children are able to access filtered drinking water as they require from the covered jug, this helps to ensure they do not become thirsty.

Children have good opportunities for physical activities and fresh air. During each session, physical activities are provided within both the indoor and outdoor areas. Children develop their climbing and balancing skills, they run and use wheeled toys whilst developing co-ordination and control of their bodies. They learn to move creatively whilst joining in with music and movement. Children develop control and manipulative skills whilst using a wide variety of tools, such as scissors to cut paper and card, threading and writing activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a spacious hall where the good organisation of activities enables them to move around safely and access resources independently. A broad range of activities are set out each day, these are well maintained, safe and appropriate to children's development. An outdoor play area is provided at the rear of the setting, this is secured and well supervised to enable children to have daily fresh air and exercise in safety.

Children remain safe within the pre-school because staff ensure effective procedures are in place to minimise any risks. Written risk assessments and daily checks are carried out within the setting, and additional risk assessments are carried out on specific equipment, activities and outings. Good staffing levels ensure that children are well supervised at all times with appropriate systems in place to monitor children's arrival and departure so that they cannot leave unsupervised. Children learn to keep themselves safe through discussion times and safe practices. For example, regular fire drills ensure children can evacuate the building safely in an emergency. Staff talk to the children about safety in the setting, such as why they should not stand on chairs, and how they learn to cross roads safely when on outings. Children's welfare is effectively promoted because staff have a good understanding of their responsibilities with regards to safeguarding children, they know who to contact if they have concerns about a child and are able to put the clear procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enjoy their time at pre-school. As they arrive they are keen to access the broad range of activities which are set out each day. Children help mix the corn flour and water, they talk about the consistency and explore what they can do with it, finding and examining the hidden objects. Activities take account of children's individual interests and are adapted to individual needs and development. Adults interact well with children who receive good support, this enables them to settle quickly. Children develop good relationships with the staff and one another. They enjoy sharing their experiences during activities and group times. They benefit from joining in with smaller group activities, such as story times, and they enjoy coming together for registration and singing songs and rhymes.

Nursery Education.

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage curriculum, which enables children to make good progress towards the early learning goals. Planning is organised around the six areas of learning to provide children with a broad and balanced programme of activities. Staff know children well and through observing them and carrying out assessments they plan for their individual interests and next steps in learning. Children benefit from the wide range of resources which are available, this enables them to explore, experiment, make choices and independently extend their play and learning. For example, children choose from the broad range of textures, materials and tools to create their own picture. The wide range of stimulating and interesting activities enables children to be motivated to learn. Children make good relationships with one another and share their experiences during play. For example, the broad range of role play settings which includes the hairdressers, shops, vets, hospital and office enables children to explore their experiences and use a variety of different props. Within the shop setting they take turns in being the shopkeeper or customer, they learn to use writing for different purposes, such as to write shopping lists, and they use pretend money to sell or buy their goods. During group times children learn to talk confidently as they take turns to share their experiences with others, such as a new baby brother or sister, or about holidays and activities that they have done with their family.

Children learn to recognise their own names as they find their name as they enter the group each morning and register their attendance. A good variety of opportunities are provided which help children to link sounds to letters and learn to recognise familiar words, such as during group times they learn to recognise the days of the week. Children enjoy looking at books and sharing these with their special friends. They are interested in numbers and counting, most children are able to count accurately to nine and recognise familiar numbers, such as their age. However, fewer opportunities are provided within routine activities, such as snack time, to develop children's understanding of numbers and problem solving. Children learn about shape and size during activities, such as during a box modelling activity they learn about the different shaped boxes and tubes which they use to construct their model. Children use a broad range of equipment to explore their environment, they have good access to magnifying glasses, binoculars and magnets. They have good opportunities to use information technology equipment, this includes learning how to use programmable toys and other everyday equipment, such as calculators and phones. Children learn to use a wide range of musical instruments, including those from different countries. They learn about the sounds each instrument makes, how the sounds can be changed to become loud and quiet, and how these can be used to accompany songs at singing times.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work well with parents to ensure they are aware of individual needs, this helps new children to settle well into the group. Children have a sense of belonging within the group as they find their name when they arrive and place it on the registration tree, and then take turns at being the star helper within the group, where they help out at identified times, such as registration and snack. Systems are in place to support children with identified disabilities and/or learning difficulties, where staff work with the parents and other agencies to ensure children's individual needs are met. Children's spiritual, moral, social and cultural development is fostered. They learn about themselves, each other and the world around them through a wide range of topics and activities. For example, during a recent topic they learnt about other countries and their culture. They participate in activities which include role play, stories, games, art and crafts, music and learning about different foods. This helps children to learn about other lifestyles and to respect and value each other. Children behave well within the setting and learn to work harmoniously together, they share and take turns in their play. Staff remind children about the pre-school 'rules' during registration times. They encourage good behaviour and achievements through praise and use additional methods, such as giving out achievement certificates. This fosters children's self-esteem and confidence.

The partnership with parents and carers is good. A wide range of information is given to parents about the setting and its provision; this includes an information pack, policies and the Foundation Stage curriculum. Parents receive regular newsletters which includes information on the current topic, however, limited information is provided on how parents can extend children's learning at home. Parents' views and suggestions are encouraged and valued through daily communication and questionnaires. Parents are kept well informed of their child's learning through daily discussions with staff, written reports and the sharing of assessment records during planned sessions. However, although staff regularly share children's assessments, they do not gather information on what a child already knows and can do when they start at the setting, to enable staff to effectively build on children's previous knowledge and skills.

Organisation

The organisation is good.

Children benefit from being cared for by suitably checked and qualified staff who are friendly and caring. Effective recruitment and selection procedures are in place to ensure staff are suitable to work with children. There have been recent changes in the staff team, however, through the effective induction procedures and the support and guidance from the manager, all staff are clear in their roles and responsibilities and work effectively together to benefit the children. A comprehensive range of policies and procedures are in place which are updated regularly. However, the operational plan is not yet fully developed to enable it to be easily accessible to parents, to ensure closer working relationships and to enhance children's needs and learning. All required records and parental consents are in place to promote the well-being of the children. Records are well maintained and kept confidential.

The leadership and management of the early education is good. The committee, supervisor and staff work well together as a team to ensure the smooth running of the group. They deliver a broad and balanced curriculum and ensure children achieve well. Effective systems are in place to monitor and evaluate the provision, and children's learning. Staff are committed to developing their knowledge and understanding, and undertake a range of courses and training to enable them to provide good levels of care and education.

Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure that there is a named deputy who is able to take charge in the absence of the manager and that the induction training includes health and safety, and child protection procedures to ensure all adults in the provision are able to put the child protection procedures into place. A named deputy has been employed and is able to take charge in the absence of the manager. The staff induction training includes child protection and health and safety within the first week of employment. Staff are all aware of the child protection procedures and are familiar with their responsibilities. The above steps promote children's health, safety and welfare.

Since the last nursery education inspection the provider has developed opportunities for children to increase their writing skills during a variety of activities, and children are able to see examples of print in their environment, these include role play activities, and registration times. The group continues to evaluate and progress methods for assessment of children to ensure these directly link to the learning goals of focus activities for individuals.

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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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):

- develop further the operational plan to ensure this is organised in a way that is easily accessible to parents.

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):

- develop systems for gathering information from parents to identify clear starting points for children's learning and the systems for sharing information to extend children's learning at home

- continue to develop children's mathematical learning to include routine activities.

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