

Addingtons Pre-School

Inspection report for early years provision

Unique Reference Number	219988
Inspection date	16 May 2007
Inspector	Rosemary Moore

Setting Address	The Memorial Hall, Woodford Road, Great Addington, Kettering, Northamptonshire, NN14 4BS
------------------------	---

Telephone number	07904 493169
-------------------------	--------------

E-mail

Registered person	Addingtons 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 satisfactory.

WHAT SORT OF SETTING IS IT?

The Addingtons Pre-school opened in 1978. It operates from the village hall in Great Addington, Northamptonshire. A maximum of 26 children may attend at any one time. The pre-school is open Monday to Thursdays from 09:00 to 12:30 during school term only and for one session weekly for children approaching school age, on each Monday during the summer term from 12:30 to 13:30. All children share access to a secure enclosed outdoor play area.

There are currently 21 children aged from two to under five years on roll. Of these 20 children receive funding for nursery education. The group support children who have learning difficulties and/or disabilities.

The pre-school employs four staff. Two members of staff currently hold appropriate early years qualifications. The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is maintained due to the clean environment. Staff use satisfactory hygiene routines before and during each session to keep the environment clean, and are assisted after, by the rota of parents who wash up. Children begin to learn how to keep themselves healthy as they are encouraged to wash their hands in a bowl before snack and at sinks after using the toilet. Children are generally suitably well cared for if injured or unwell because staff have an understanding of first aid and appropriate procedures are in place for the administration of medication. However, at present no member of staff on the premises holds a current first aid certificate, to ensure up to date procedures support the children's well-being.

Children are offered a healthy balanced diet which includes fresh fruit and vegetables to choose from daily. They are also encouraged to be independent as far as possible, by pouring their own drinks from a choice of jugs containing milk, water or juice.

Children's physical development is encouraged through regular physical play, which includes outdoor play in a secure area. Children are able to run around, climb, pedal tricycles and ride scooters. They also make use of music and movement to build on children's physical skills, for example, children following simple actions to move parts of their body. This all allows for the growth of strong healthy bones and muscles.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment because the premises are satisfactorily maintained with toys, posters and activities which are appealing to them. Children freely access and use different types of furniture allowing them to relax or sit at tables to take part in activities. All furniture and resources are in suitable condition for the appropriate activities, with an easily accessible system now in place for storage of small equipment to enable children to choose from these.

Children are generally kept safe because staff have a satisfactory understanding of safety procedures. For example, a written risk assessment is maintained and outings are satisfactorily planned and organised. Children carry out evacuation practises to ensure they are familiar with the routines in the event of an emergency. This procedure was observed to be quickly and efficiently carried out during the inspection, with explanations to the children. This encourages children to learn about keeping themselves safe in the event of a fire. However, they do not always sufficiently monitor people coming onto the premises, or risk assess the hazards of stacking equipment in the room whilst children are present, for the children's continuing safety.

Children are beginning to take responsibility for their environment. For example, they help to tidy away activities to make room for the music and movement session and they also are encouraged to bring toys in from the rain. Children's welfare is safeguarded because staff have a satisfactory knowledge of child protection issues. However, the policy does not refer to procedures which comply with the Local Safeguarding Children Board (LSCB).

Helping children achieve well and enjoy what they do

The provision is good.

Children quickly settle to activities on arrival, they enjoy playing with their friends and they have lots of fun. They benefit from the familiar layout of the interesting activities within the playroom and in the outdoor area. Children are showing increasing independence as they choose who and what to play with throughout the majority of the morning. They all join together for a group time early in each session when time is taken to explain about the activities available for the day. Children begin to express their ideas through creative activities, and develop positive relationships with others. For example, a group of children manipulate dough and join in the discussion about their creations. Children effectively construct objects with boxes and junk to make models which are later painted in a variety of colours. They develop their concentration skills and show a growing awareness of pride in their achievements by sharing their delight with others. Staff plan and use the 'Birth to three matter's' framework with the younger children to develop their learning.

Nursery Education

The quality of teaching and learning for funded children is satisfactory. Staff are continuing to develop their knowledge of the Curriculum guidance for the Foundation stage, they vary in their understanding of the nursery education. The learning intentions for the children were not clearly identified and staff were not all familiar with these. Planning generally covers each of the six areas of learning and links are made to the theme for the term. Resources are set out daily and staff support the children at various activities, generally discussing and supporting the children in what they are doing. This leads to the extension of children's learning and further challenge for some children. For example, children learn about shapes, including 3D shapes to give this challenge for more able children and this is reinforced in activities by using cones to negotiate in the outdoor area. A system is in place to observe children and record their individual progress, in their record of achievement, to provide evidence of their progression. However, links between observation, assessments and planning do not fully build on children's current achievements.

Children further develop their communication skills as they follow simple instructions to make a finger mouse puppet which is later used in the group session. They develop their understanding of action rhymes whilst they sing 'Hickory Dickory Dock'. The activity proves to be very popular involving all the children as they all sit together engrossed and this helps to develop their concentration skills. Children are confident to chat to each other as they develop their play ideas. For example, a small group of children make a birthday cake out of the playdough and decorate with objects for imaginary candles. Children make marks freely in their activities with some children able to form some letters to their name correctly and recognise these letters.

Children are beginning to have an understanding of number, they regularly count because part of the daily routine includes counting all of the children in attendance together. They look at the shape of objects and discuss size and quantity before making these into their own creations with the aid of some glue. Children develop an understanding of the world around them as they play with a variety of imaginary resources. For example, they put on their hard hats, build construction blocks and use tools in role play. Children make a link the numbers to their own ages on the computer keyboard and letters to those in their name.

Children learn to negotiate obstacles whilst riding on scooters and tricycles, as they weave in and out of the cones. They share the equipment well, taking turns and understanding the need

for a one way system to keep them safe. Children also develop an understanding of the sense of their community as they make visits into the village, and through regular discussions where they share information about their daily lives.

Helping children make a positive contribution

The provision is satisfactory.

Children are warmly welcomed and valued as individuals, which helps them to settle and enjoy their time in the group. They are learning to become independent, and are all equally able to access toys and equipment within the playroom and outdoor area. Group discussion time includes all of the children and builds on their confidence giving them a sense of belonging. They are beginning to learn about differences in society as they celebrate festivals during the year and have access to some multi-cultural resources, including books. For example, the children attempt to eat noodles with chopsticks, whilst learning about the Chinese festival for the new year. The Special Educational Needs Co-ordinator is fully aware of her role to support children with learning difficulties and/or disabilities. Steps are taken to promote the welfare and development of the children within the setting, in partnership with the parent and other relevant parties.

Generally most children are well behaved with an understanding of the daily routines. They listen to staff and carry out simple instructions. However, the staff sometimes give inconsistent messages for behaviour management to the children. For example, a child leaves the group discussion, members of staff spoke to him giving different messages. Children are sometimes left to sort out their own problems, because staff are busy and are not always observing them. For example, one child snatching a dustpan and brush from another who looked around for support and then walked sadly away. This does not consistently teach children right from wrong so they learn how to behave at all times.

Children are generally cared for in agreement with parents because some good links have been put into place. For example, a regular newsletter is shared and a notice board displays information in the entrance hall. This is accessible to all parents as they enter the premises and supports the children's welfare. Children's spiritual, moral, social and cultural needs are fostered.

Partnership with parents and carers of funded children is satisfactory. Parents have access to information about the Curriculum guidance for the Foundation stage. A record of the children's achievements is collated and parents are given time to discuss their children with staff daily and also at planned parents evenings. The information gathered prior to attendance does not include information with regard to nursery education, to allow parents to contribute to initial assessments for their children.

Organisation

The organisation is satisfactory.

Children's care and learning are supported by the organisation of the space and resources which enables them to make the choices in their play activities. Staff to child ratios are sufficient to manage the setting and the additional support from committee and parents allows staff to spend more time directly with the children. Staff are awaiting further training in several areas and at present none of the staff hold a current first aid certificate. Policies and procedures are reviewed by the committee and are continually being up dated. Records are stored securely and confidentiality is maintained. Staff recruitment procedures are carried out appropriately, with an induction and appraisal system in place to identify staff training needs.

The leadership and management of the nursery education is satisfactory. The staff and the management committee spend some time together to work as a team. The committee are involved in monitoring of the group, they share information to ensure this is being appropriately used for the benefit of the pre-school. They are aware of how to seek advice and support which is available. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to continue to develop the Operational Plan and make it available to parents. This has been carried out and supports the care and welfare of the children.

They were also asked to continue to improve the links between planning, and observation and assessment to ensure that activities are challenging and relevant to individual children's interests and learning needs. As well as to encourage parents to be more involved in their children's learning and to contribute to the assessment records.

Steps have started to be made to address these areas and continue to require further development. They have therefore been brought forward at this inspection to benefit the care and learning of the funded children.

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 upon 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 satisfactory.

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 one member of staff with relevant first aid training is present at all times
- improve security to ensure that children cannot leave the premises unsupervised
- ensure that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB)
- continue to develop staff knowledge and understanding of behaviour management

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):

- continue to further develop the links between observation, assessments and planning to build on children's current achievements
- continue to develop staff knowledge of the Curriculum guidance for the Foundation Stage, including teaching methods
- continue to improve the ways parents contribute to assessment records.

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