



## Green Frog Pre-school / Crèche

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313285
<b>Inspection date</b>	23 March 2006
<b>Inspector</b>	Joanne Graham
<b>Setting Address</b>	Sure Start Whitley, South Reading Youth & Community Centre, 252-260 Northumberland Avenue, Reading, Berkshire, RG2 7QA
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<b>Registered person</b>	Reading Borough Council
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Crèche

## 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](http://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?

Green Frog Pre- School and Crèche registered in April 2002 and moved to the current location in September 2005. They are situated in their own rooms within South Reading Community Centre in Whitley. The crèche is provided to support parents attending courses within the centre. It is open Monday to Friday 9.15 to 11.45, Monday and Wednesday 12.15 to 15.00 and Tuesday and Thursday 12.45 - 15.00 term time only. Opening times change occasionally inline with courses

provided. The pre-school is open Monday to Friday 9.15 to 11.45 and 12.30 to 15.00, term time only.

The crèche may care for 34 children at any one time and there are currently 90 children on roll. The pre-school may care for 26 children at any one time and there are currently 35 children on roll. All the children attending the pre-school receive funding for nursery education. The pre-school support a number of children with special educational needs and who have English as an additional language.

The crèche employs 11 staff to work with the children, of whom 4 work at any one time. Of these, 4 are qualified and 1 is working towards a suitable childcare qualification. The pre-school employs 6 staff. Of these, 3 are qualified and 1 is working towards a suitable qualification. The Early Years teacher works 1 day per week in the pre-school.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children play in a clean environment where they learn to follow adequate hygiene practices. They know that washing their hands after visiting the toilet and before eating helps prevent the spread of germs through staff support and poster reminders. However, staff do not effectively promote independence with children's self care skills. Children's welfare is supported as staff hold suitable first aid training, the first aid box is easily accessible and accidents are recorded appropriately and signed by parents. Children receive a range of healthy snacks including breadsticks and fruit, encouraging them to develop healthy eating practices. Children have their health and dietary needs met well because staff work with parents and respect religious and dietary requirements.

Children enjoy physical activity inside and out in the garden, and learn about the importance of healthy living as they participate in free play and organised activities. They recognise the needs of their bodies. For example, they access healthy snacks and drinks and drinking water is available for when they are thirsty.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are secure within the environment and staff follow procedures to keep children safe. For example, ensuring parents record the time of their children's arrival and departure and making sure staff are in attendance by the entrance at these times. Children demonstrate a growing understanding of keeping themselves safe and are clear about the expectations of staff. For example, children know they hold staff's hands and do not push one another when they line up to go to the bathroom. Staff assess and reduce most risks. However, they have not evaluated potential hazards when taking children to the bathroom within the main building effectively, to

decrease risks. Children benefit from a range of safety measures, for example a secure garden and good staff supervision. They play in a spacious environment where they can move around comfortably and safely. Carefully selected toys ensure children have a good choice of safe and suitable resources, which are age appropriate and suitable for their stage of development. Staff have a satisfactory knowledge of the emergency evacuation procedure, but these are not practiced regularly to effectively reinforce with the children.

There are good systems in place to ensure children only leave the nursery with known and approved adults and staff maintain relevant documentation well. This safeguards children's welfare. Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. They have a good understanding of signs and symptoms of abuse and neglect.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the pre-school and confidently settle to their chosen tasks. They arrive happy and eager to participate and some demonstrate developing concentration skills. For example, pattern making with shaving foam for an extended period. Most children are beginning to achieve because staff have a satisfactory understanding of early years guidance, such as Birth to three matters and the Curriculum guidance for the Foundation Stage, and they recognise most children's needs on an individual basis. However, staff are not effectively recognising opportunities to extend learning for older and more able children. Children are secure, happy and confident. They are beginning to form relationships with their peers and staff and enjoy participating in activities together. However, disturbances caused by visitors to the setting disturb children's learning and potential enjoyment, particularly at group and story time. Staff miss opportunities to increase children's understanding that text has meaning. For example, resources are only labelled with words and notices are not at child height.

#### **Nursery education**

The quality of teaching and learning is satisfactory. Children are eager, confident and keen to participate in the pre-selected activities. Staff ask questions to help the children think and children engage easily in conversations in small and large groups. Children enjoy stories and some are beginning to predict some of the text. However, the storage of the books limits children's choice and the book area lacks appeal to encourage the children to use effectively. Most children are able to name simple shapes, colours and numbers and staff reinforce with good use of resources such as the Compare bear. Most children recognise their names and some are beginning to form some letters.

Children enjoy accessing and experimenting with materials, such as shaving foam, sand and water. They are curious at how the water dries quickly when they 'paint' the outside equipment using large brushes and buckets of water and notice the patterns they form in the shaving foam. They enjoy participating in planned creative activities

and staff value their creative efforts. However, most planned activities, in particular creative, staff over direct and do not consider individual children's stages of learning and development. This prevents them moving children's learning forward effectively. Most children are able to use small tools and equipment with confidence and with increasing control. They access pens, pencils, paintbrushes, construction toys and glue sticks regularly. Staff offer appropriate support to ensure all children have opportunities to develop skills to use these types of equipment. Staff do not regularly complete focus sheets nor evaluate activities. This decreases the support and extension of learning for all children and does not support future individual planning needs of the children.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children are welcomed and play a full part in the pre-school because staff value and respect their differences, individuality and family context. However, children have no designated area to store their personal items to increase their sense of belonging. The children's behaviour is acceptable, but during routine changes, this deteriorates considerably. Staff set consistent boundaries and handle challenging behaviour sensitively. Children respond to staff's request to tidy away and to respect the equipment and one another. Most children are increasing their understanding of right from wrong and respond to reminders to share and take turns. The group has good procedures in place to support children with special needs and for whom English is an additional language. Staff provide good care and attention to all children, helping them to feel settled and secure.

Children have opportunities to learn about themselves, each other, the local community and the wider world through planned activities, posters, and talking about their home life. These resources reflect the group's diversity well and support children's learning. This fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is satisfactory and this contributes to the children's well-being at the pre-school. Staff discuss the children's achievements and interests with parents ensuring continuity of care for the children. Parents complete relevant paperwork prior to their child starting and have access to the group's policies and procedures, although this is limited.

### **Organisation**

The organisation is satisfactory.

Children are cared for by staff who have an adequate knowledge and understanding of child development. They receive sufficient care and attention from staff, contributing to them feeling confident and secure. Leadership and management are satisfactory. Staff are not always supported sufficiently by management to maintain children's records adequately. Therefore, children's development is not accurately recorded, to inform future planning and to move children's learning forward. All staff

are involved with planning meetings, although staff are not always aware how to use the plans to assist with providing adequate support and learning opportunities for the children. Staff work well as a team and understand their role and responsibility. They have the opportunity for professional development and the management actively encourage staff to attend training and planning meetings. Most staff hold a suitable childcare qualification. However, the supervisor does not hold a suitable level three qualification.

The premises are sufficiently organised providing a welcoming environment for children to explore freely. Indoors and outside space is set up to provide a variety of play opportunities. However, during changes to the routine, particularly before snacks, children's behaviour deteriorates. This is because they sit at tables for long periods, waiting for all the other children to visit the bathroom. Staff have procedures in place to not leave children unsupervised with persons not vetted. This contributes to children's safety. All legally required documentation that contributes to children's health, safety and well-being are in place. The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

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. There have been no complaints made to Ofsted since the last inspection.

## **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):

- evaluate and decrease potential hazards when taking children to the

bathroom and ensure fire evacuation procedures are practiced regularly

- ensure visitors to the room do not distract children's learning and enjoyment, especially during group and story time
- make sure labelling, and introduction to developing children's understanding that text has meaning, is clear, at child height and supports all levels of learning
- provide individual space for children to keep personal items together to increase their sense of belonging
- ensure the routine occupies children at all times and limits opportunities for children's behaviour to decrease
- develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification.

### **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 book area to increase its usage and appeal to the children
- provide activities which support less able and younger children's learning and increases more able and older children's learning sufficiently, particularly with regard to creative activities
- make sure sufficient time is available to complete focus sheets and evaluations of activities and used effectively to inform future planning with regard to children's individual learning needs
- ensure management recognises, supports and facilitates the importance of maintaining children's developmental records regularly.

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