



## **Gingham Pre School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY314529
<b>Inspection date</b>	31 May 2006
<b>Inspector</b>	Esther Gray
<b>Setting Address</b>	Drayton Avenue, Stratford-upon-Avon, Warwickshire, CV37 9PB
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<b>Registered person</b>	Polkadot Day Nurseries Ltd (5113868)
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Gingham Pre-school is one of two settings run by Polkadot Day Nurseries Ltd. It opened in 2005 and operates from three rooms in a purpose-built building. It is a private provision situated in the grounds of Bishopton Primary School, in the centre of Stratford-Upon-Avon. A maximum of 24 children may attend the preschool at any one time. The preschool is open each weekday from 08.00 to 18.00, for 51 weeks of the year. All children share access to a secure enclosed outdoor classroom and play

areas.

There are currently 32 children aged from three to under five years on roll. Of these, 30 children receive funding for early education. Children come from a wide catchment area, as most of their parents travel into Stratford from the surrounding rural district. The nursery is equipped to support children with a variety of learning difficulties and/or disabilities. They currently support a number of children who speak English as an additional language.

The preschool and nursery employ a total of 28 members of staff. Of these, 27 hold appropriate early years qualifications and 1 has a music degree.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

The children are learning about their personal hygiene and how to keep healthy by developing a very good understanding of the reasons for having good hand hygiene routines. For example, when they were outside two children touched a mushroom in the grass and they washed their hands, giving a very good detailed explanation as to what was concerning them about the dangers of touching a mushroom. All children are aware of the importance of washing their hands after toileting and before meals. Another child came in to wash his hands because during the mini beasts hunt he had held a worm and explained why he needed to wash them. As a result the children's health is very effectively promoted as the staff encourage the children to begin to take responsibility of meeting their own health needs. Positive steps are taken to prevent the spread of infection, and appropriate measures taken when children are ill, so that the children's health needs are met. Sick or injured children are well cared for, because the policy for sick children clearly informs parents of the steps taken to appropriately care for sick or injured children. There are always staff, with appropriate qualifications in first aid, available to deal with children who may be sick or injured. Parents are informed as soon as a child is ill and are also informed of the exclusion periods. They are also made aware of the arrangements for the child who is ill, whilst waiting to be collected. As a result the children's individual care needs are very well met.

The children are well nourished. Their nutritional needs are given a high priority, with a wholesome and balanced range of meals and snacks offered. All meals include protein for growth and essential minerals and vitamins are provided through raw foods such as salads and fruit. The children have excellent opportunities to learn about healthy eating, because the setting provides children with regular drinks and food that are nutritious and complies with their dietary and religious needs. For example the children have access to a fresh jug of water at all times throughout the day. They independently access the water whenever they need a drink. A café style of approach to snack time, with the fresh fruit provided, allows children to take their orange or apple when they feel they need their snack. This is meeting the needs of individual children who manage their own snack times. The children learn about the

importance of healthy eating and children have a well balanced diet and are provided with good nutritious, balanced meals and snacks appropriate to their individual dietary needs. The children are helped to enjoy food and understand why some foods are healthy and others are not. The children talk about food they eat. For example one child's parent told staff their child had come home and asked for meat balls and broccoli. She was amazed that he wanted to eat this as he had been difficult to feed in the past. The staff are aware of the many learning opportunities to promote an understanding of healthy eating. As a result the children are helped to enjoy food and have a good understanding about why some foods are healthy and others are not.

The children enjoy regular physical play, both indoors and outside, in all weathers. There is an excellent range of equipment and resources in an environment which allows children to develop gross motor skills such as balancing on the logs set into the grass, climbing on the climbing frame, peddling trikes, catching balls, playing football and playing with hoops. There is also a sloped area where children can roll down the hill on a tricycle or even roll physically down the hill themselves. There are undercover areas outside where a designated outdoor classroom environment is being developed. This is where more fine motor control is a focus, such as, mark making skills being practiced with paint and chalk. The children are learning to stop in time and to be aware of others around them as they share the play space. The children ride on trikes and scooters and use ribbons as 'Morris dancers' would. Regular opportunities are provided for all children to have physical play inside and in the fresh air, they use floor mats as a focus point indoors and do a programme of physical exercise. The organisation has a 'Physical Education Coordinator'. As a result the children enjoy excellent opportunities to experience a wide range of outstanding physical activity and develop very good skills.

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

The provision is outstanding.

The children are kept safe at all times due to close supervision and the very keen awareness of the provider and staff of safety issues. All required safety features are in place and the children learn to hold hands, walk sensibly and keep themselves safe in a number of ways throughout the day. For example, the children understand the importance of staying safe as they practise fire drills. The children are encouraged to walk rather than run indoors and staff use positive phrases rather than negative ones to promote safe behaviour. The children behave very well and in a safe manner, such as, not stepping on other children as they play on a mat with trains or construction equipment. The children also understand some basic rules of safety such as, where and when they can climb a tree and how to use equipment and resources safely. For example keeping drum sticks for drumming pointed downwards towards the instrument and not waived in the air. As a result the children are kept safe during planned and spontaneous activities.

The children are safe as a result of the provider's very good awareness of the need for proactive health and safety policies and promotes staff to gain up-to date training on safety. All reasonable steps are taken to minimise risks to children. The children

are secure and well supervised in a clean and well-maintained environment. This is because all areas are kept very clean and free from clutter to allow children sufficient space to play safely. The premises are secure within boundary fencing outdoors and good security is maintained inside the building. For example, to ensure only those adults identified by parents as eligible to collect a child will be admitted and allowed to take the child home, a grandparent was introduced to staff as they had not met her before. The décor and the fabric of the building is well maintained. The premises are welcoming and child centred, because the furniture is all child height and arranged in an inviting manner for children. It is in good condition, in bright primary colours and laid out with plenty of space. As a result, the children enjoy a comfortable atmosphere where they move freely and safely around the nursery and can sit comfortably to play. They enjoy a good variety of toys and resources that are stored in boxes within the children's reach, to allow children to easily choose what they want to play with. These resources are checked daily to ensure they are safe and suitable for use.

The children are well protected from harm because staff have a very good understanding of their role in child protection. They are able to put appropriate procedures into practice. The procedures are shared with parents and there is a designated person who is effective. She will take line management responsibility to support staff in discussions with outside support agencies and with parents, as appropriate.

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

The provision is outstanding.

The children are involved in a broad range of very well planned activities and spontaneous events, which are delivered within a 'free flow' system. This supports the development and overall learning of all of the children. As a result the children are eager to join and engage with the activities and play offered to them. Therefore the children become confident, independent and develop self esteem. The children's social, emotional, physical and intellectual development is promoted. The staff have a good knowledge of their own key working group of children and develop a very good relationship with parents whose children attend the setting.

The children are confident, independent, ask questions and respond to new challenges by questioning and using their own initiative. All children have their individual needs met and are developing a very good range of knowledge and skills because there are very effective plans which provide activities and play opportunities that help children achieve in all areas. The children begin to distinguish right from wrong and form positive relationships. There are consistent boundaries which help the children to develop appropriate skills with very good knowledgeable adult support.

### **Nursery Education**

The quality of teaching and learning is outstanding. The staff have a very good, solid, understanding of the Foundation Stage Curriculum, stepping stones and early learning goals. They plan, observe and assess the progress made by children to

ensure positive outcomes for children. For example, they re-establish the starting points from information passed from the previous setting or from their own assessment. The staff then provide a range of activities to promote all areas of learning and assess how the progress is made through the use of 'target activities'. The staff monitor where each child succeeds in making steps forward, where they need to repeat the experience, or find an alternative way of promoting the child's understanding and learning. All staff are engaged in planning, as a result many exciting ideas and suggestions bring the curriculum alive for children to enjoy. For example the wonder of a mini beast hunt, as children find a worm or explore the wonders of a 'rumble in the jungle'.

The children use speech to organise and explore real and imagined experiences, ideas and feelings. They develop their use of language in role play. For example, within the hairdresser's shop where children take on the role of the hairdresser, they make the appointment and answer the telephone recording details on paper to allow the hairdresser to care for an adult's or a child's hair, combing it before leaving the shop. The children are encouraged to use print to carry meaning at every opportunity. For example they write their marks on the back of their drawings to indicate that the drawing is theirs. Staff encourage them to write their name to take pride in their work and this process indicates to children that writing has a purpose, encouraging them to want to learn more. They are taught how to form the correct shapes of letters and how to recognise their own name. This is achieved by the labelling carried out by staff on the children's coat hooks, their cups and their self registration system, as well as on the drawers they have for their personal possessions and work to take home. They use the computer and sand and other resources to practice making the shape of the letters. The children read a range of familiar words and simple sentences with support and show an understanding of the elements of stories. They use story language when retelling narratives.

The children say and use numbers in familiar contexts; they count reliably up to ten everyday objects, and some children can count reliably up to fifteen. They recognise numerals, and use developing mathematical ideas to solve problems. For example, the children are asked how many more dinners are needed for the children at a table. The children also count in Spanish up to ten, identifying in rotation the number of children present. Most 4-year-olds are able to match a number of items to the correct number shape. The children use language to compare two numbers. They show a developing understanding of addition and subtraction through practical activities, and use the correct vocabulary. They enjoyed a topic of 'The Queen of Hearts' and the display demonstrated and recapped how the knave stole the tarts, taking some away leaving less. The children begin to relate addition to combining two groups of objects, and subtraction to taking away. This is calculation using rhymes and songs to support their learning. For example, frogs jumping off a log. The children talk about, recognise and recreate simple patterns. They use developing mathematical ideas and methods to solve practical problems. One 4-year-old was able to explain the shape of the rainbow as being a half-circle. This followed a topic covered two months ago, with information still remembered and transferred to the rainbow from discussion and learning on halves and quarters. The children were looking at simple fractions.

The children investigate objects and materials, using all senses, find out about and identify features of living things, objects and events they observe. They look closely

at similarities, differences, patterns and change. They ask questions about why things happen and how things work. They use the computer and were able to say that they could use the paint and the word programmes on the computer. For example one child was curious to know why the mouse on the inspectors lap top has a light and their mouse works with a ball. All good examples of how children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting and stimulating environment. They have opportunities to observe, explore, question, and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology.

The children use their imagination in art and design, music, dance, role play and stories in a free flow situation. This allows children to develop their own storylines and creativity with facilitation from staff. The staff may focus on a particular activity but children move backwards and forwards to the focussed activities from the free flowing activities which are also monitored by staff in a less structured way throughout the day. As a result the children are able to be creative, expressing their own ideas and thoughts through art, music, dance, role play and imaginative play. They use their senses and imaginations to create their own work and to communicate their feelings. The children use a widening range of materials and tools to help them to express their creativity. For example, the children explore colour, texture, shape, form, and space in two or three dimensions as they model with play dough, clay and jelly. The excellent detailed level of planning and knowledge the staff have, of the interests and capabilities of the children, is reflected in the very good level of involvement to the activities that the children are engaged in.

The children are physically confident and enjoy a variety of active times throughout the day to practice moving creatively both indoors and out. The children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. They learn to move confidently and imaginatively during movement and music and action song sessions, while they practice balancing, crawling and rolling during indoor and outdoor sessions. The children negotiate their way around other children playing on the mats on the floor. The children show a keen sense of personal space as they play alongside each other. They take full advantage of a very well organised indoor and outdoor area in which children enjoy rolling down a slope and avoiding obstacles. They control their speed so that they do not bump into their friends. Writing skills are practiced and there are lots of opportunities to develop the fine motor skills required to allow children to make marks. The children handle tools, objects, construction and malleable materials safely and with increasing control. This includes clay, play dough and tools, such as scissors, knives and forks, gardening tools, spoons and other tools used with adult support.

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

The provision is outstanding.

The children's spiritual, moral, social and cultural development is fostered. The

children are able to feel a good sense of belonging, work harmoniously with others as they make choices and decisions. Effective arrangements are made to ensure all children are included. There are many resources and activities to help children learn about a diverse society through their play. For example, one child took 'Teddy' to Spain for a holiday. Photographs of 'Ted' and his owner, provided opportunities to discuss Spanish culture. As a result children have a balanced view about the wider world. The staff are keen to continue to improve on what is already outstanding practice, by developing the role of parents as partners. The staff recognise the importance of engaging parents to develop the children's awareness of cultural influence. The staff aim to continue to gather further knowledge and are happy for parents, and others, to continue to support the children in their appreciation of the community in which they live. As a result the children learn to be proud of their own families through seeing lots of positive images of their own backgrounds and a diverse society.

The children are developing very good self-esteem and respect for others. They are able to participate fully in the setting because activities are thoughtfully adapted to meet their needs. The children feel valued as they celebrate and talk about their own birthdays, achievements or significant events in their lives. For example, one child is expecting a baby brother or sister soon and shared his news and feelings with staff. The children are welcomed and are given sufficient time to settle into the setting so they feel a sense of belonging. They benefit from a calm and supportive approach, and learn right from wrong through careful explanation and consistency. Praise and support helps them develop self-esteem. Children are encouraged to play together, take turns and share. There are excellent strategies to promote children's behaviour very well. For example, children are encouraged in their positive behaviour in every activity. This includes those of a social nature, such as, taking lunch with the staff. Manners are encouraged at the table, as each table of children wait until all children are served before they begin to eat. They are repeatedly praised for doing well, behaving well, sharing and cooperating with other children. The children understand responsible behaviour and learn about boundaries. This is because staff are able to manage a wide range of children's behaviour.

Partnership with parents and carers is outstanding. Staff have regular discussions with parents and help parents to become involved in what goes on in preschool. This is achieved through display boards informing parents about the Foundation Stage, with topic planning cards, and further activities they may wish to talk about at home. They also have a prospectus, regular news letters and very good opportunities to visit. For example, they visit on parent's evenings and there is a planned 'Garden Party'. This means that children are fully included and their care is consistent when at the setting and at home. The children's individual needs are well met because staff work very well and closely with parents and carers to develop close partnerships. As a result all children are able to achieve their full potential and feel comfortable and settled because they see parents and staff acting together and giving consistent messages.

## **Organisation**

The organisation is outstanding.

The leadership and management of the setting is outstanding. The providers, managers and staff all ensure that the needs and welfare of the children in their care is their first and highest priority by ensuring that all adults who come into regular contact with the children are suitably vetted. There are robust recruitment procedures in place to ensure the quality of staff. They ensure recruits are sufficiently trained and experienced, and suitable to be with children. The children are protected from harm because all staff are aware of the importance of ensuring that all unvetted visitors are suitable and are not left unattended with children in the setting or whilst on outings.

The management of the setting is pro-active in ensuring the organisation and practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. The managers encourage all staff to participate in developing the curriculum with fresh ideas and enthusiasm, which is commendable. The providers, managers and staff all have a clear sense of purpose, and a commitment to continual improvement. The staff are well qualified and experienced, and make the best use of their time to support the children. They use space and resources extremely effectively to encourage children to develop a very positive attitude to their learning. All staff are offered, and take up, every opportunity to improve and up-date their knowledge of child care and education. With the creative use of space and resources, managers ensure the outstanding quality of care does not dip at the beginning and end of the day, when numbers of children attending are lower. This demonstrates a proactive approach to the continual improvement of the quality of care and education offered to the children. The deployment of staff is under continuous review to make best use of all the resources across the provision.

The staff keep comprehensive and very good records, which are regularly updated. They use the records well to ensure that children's health and safety and well-being are met. The leadership and management of the pre-school monitor and develop the provision sufficiently to ensure that children make very good progress towards their early learning goals. The children are developing positive attitudes and dispositions towards their learning. All children are supported appropriately to achieve their potential by knowing their starting points and working with parents and carers to support this progress. Overall the setting 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 registration.

## **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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)