



Coltishall & Horstead Pre-School

Inspection report for early years provision

Unique Reference Number	254029
Inspection date	30 October 2006
Inspector	Pauline Margaret Todd
Setting Address	Coltishall Village Hall, Rectory Road, Coltishall, Norwich, Norfolk, NR12 7HF
Telephone number	01603 738 435 (am)
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Registered person	Coltishall and Horstead 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?

Coltishall and Horstead Pre-School opened in 1971 and moved into its present premises in 1980. It operates from a hall within the Coltishall Community Centre which is situated in the village of Coltishall, Norfolk. A maximum of 26 children may attend the group at any one time. The pre-school is open each weekday from 09.00 until 12.00 during term time. During the summer term, some of the sessions are extended until 12.45.

There are currently 16 children from two to five years on roll. Of these, seven children receive funding for nursery education. The pre-school serves the local and surrounding areas.

The pre-school employs six staff. Three of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through everyday routines. Staff discuss with them why they only put things in their mouths that they eat or drink and why they need to brush their teeth after eating sweets. Children are becoming increasingly independent in their personal care. The older ones confidently use the toilet. Staff follow appropriate hygiene practices when changing nappies and the clothes of children who have had accidents. Children have difficulty accessing the hand washing facilities as the basin in the toilet area is positioned behind the wedged open door and they do not always dry their hands afterwards to prevent the spread of infection. The blow dryer is positioned too high for them to reach easily and their wet hands drip onto children's coats hanging underneath. Children's health details and medical requirements are clearly recorded to maintain their good health, for example, eczema. Staff follow effective systems which enable children who are unwell to be cared for appropriately. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident.

Children's healthy growth and development are promoted well because they eat fruit and vegetables at snack time. The setting enables children to learn about healthy living through a range of activities. They grow vegetables on their allotment which they cook to eat at snack time, for example, pumpkin soup. Children with special dietary requirements have their needs met appropriately because the parents have provided the setting with detailed information. They make pumpkin soup without milk for a child with a dairy intolerance. Children help themselves to water from a jug which encourage them to recognise when they are thirsty and promote independence.

Children have some opportunities to experience physical activity. They enjoy running, jumping and walking sideways during their trip across the playing field to collect leaves. They use some items of equipment indoors to practise their skills, for example, tunnel. Children that are more able demonstrate good control, co-ordination and spatial awareness when moving indoors, for example, crawling on the floor pretending to be dogs, pushing their cars inbetween the tables. They are developing their manipulative skills through their activities. They use scissors to cut out cards, spatulas to spread glue, rolling pins with the play dough and place the miniature figures and furniture in the play house, with increasing control. Children are able to fulfil their own needs with regard to rest and relaxation and use the small cushions on the floor by the book corner as they wish during the sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises that are warm and welcoming. There are colourful displays on the walls which promote children's well-being, for example, paintings, pictures and photographs of children at the allotment. Children use suitable toys and play equipment. They are interested in and want to play with what is available. They are able to help themselves to some items from low storage units and trays to encourage self-selection, for example, puzzles,

games, construction materials. Children are able to undertake activities and eat together sitting at appropriately-sized tables and chairs. They are able to sit comfortably on crash mats on the floor when playing with 'small world' toys.

Children are kept safe because staff are vigilant. They give children good explanations to encourage them to become responsible for their own safety. They ask them to place their shoes under the table so no-one trips over them, to pick up the straws from the floor in case someone slips on them, to concentrate when using the scissors so they do not cut their fingers. Staff use risk assessments to reduce potential hazards and minimise risks, for example, the heaters are guarded and sockets are fitted with covers. Staff have a reasonable understanding of their roles to ensure children's safety in an emergency. There are effective procedures regarding entry to the hall to keep children and staff secure.

Children's welfare is adequately safeguarded by staff having an understanding of their responsibilities towards the children in their care. Relevant child protection documentation is available. Some staff have undertaken recent training to ensure they have sufficient knowledge of the procedures to follow if they suspect a child is being abused or neglected.

Helping children achieve well and enjoy what they do

The provision is good.

Children's development is promoted well because they are provided with a broad range of activities and play opportunities that advance their emotional, physical, social and intellectual capabilities. They enjoy playing with the playdough, duplo, painting and crayoning. They have varied opportunities for imaginative play, for example, when making appointments at the hairdressers and pretending to be dogs. Children are confident to select their own activities and make choices from the play materials and activities available. They show excitement when they explore the leaves, feathers and acorns gathered from the playing field outside. The staff show adaptability. They respond positively to requests from children to paint their feet. They meet children's needs through sensitive and appropriate interactions that promote children's self-esteem. They talk and listen to the children and maintain good eye contact. They position themselves at the child's level by kneeling on the floor or sitting on low chairs to support them with their activities, for example, to help them play games, use scissors, make shapes with the play dough and complete puzzles.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have sufficient knowledge and understanding of the early learning goals to help funded children make satisfactory progress. The areas of learning are adequately covered and children are questioned and challenged effectively to help them learn new skills. Children are buoyant and well-settled. They are keen and motivated to learn, for example, they carry note books around with them to write in during the session. They are confident, concentrate well and sit quietly to listen to stories. Children are forming positive relationships and show concern for others as they join together for role play situations and say 'you have this mirror and I'll have this one'. They are developing a sense of themselves, talk about their families during the activities, and discuss with staff who will be collecting them. Children that are more able use language well. During role play, they say 'look

at my face' and tell their 'dogs' to 'get into the lift and 'sit down' and 'be good'. They enjoy listening to stories and singing familiar songs, such as the goodbye song at the end the morning. Staff link sounds to letters when writing children's names and completing the letter puzzle. Children competently draw and paint, sometimes give meanings to marks, for example, 'a snail'. They have many opportunities to write, for example, appointments diary in hairdressers and clip boards. Children confidently use numbers, for example, they count three fingers and the 11 children present. Staff discuss which is the greater. More able children are beginning to recognise numerals, for example, during registration time discussion, using puzzles and number cards with dots. They have many opportunities to discuss shape and size, for example, the crescent shape of the piece of apple, how many triangles there are in the square and which leaf is bigger? Children enjoy investigating, for example, the play dough, leaves, acorns, feathers and shells. They identify some features of living things. Children help to grow a range of vegetables and flowers on their allotment. Children have some opportunities to show an interest in ICT. They explore colour when using paints and discuss how it feels when painting their feet and hands. They have some opportunities to use musical instruments and move to music, for example, 'action kids'.

Some planning is in place detailing the basic play provision for the week. Themes for the half-term are displayed for parents to see, for example, painting, cooking, and textures. There is no detailed planning for the activities to give guidance to inexperienced staff or parent helpers as to the learning intentions, open-ended questions to be asked and the vocabulary to be used. Staff do not always plan the layout of the large hall. Therefore, the children are not able to extend their play situations within the areas of learning.

Staff observe children regularly to identify the next steps in their learning which contributes to their 'learning diaries'. They use an ongoing record sheet to link these next steps to the weekly plans in order to meet the learning needs of individual children. Examples of work and photographs are kept to share children's progress with their parents.

Helping children make a positive contribution

The provision is good.

Children develop their self-esteem and confidence because the staff give them regular praise, for example, they say 'well done' for clearing up the construction pieces. Children's needs are met appropriately because helpful information regarding any specific needs is noted on their registration forms. Children with additional needs would be welcomed into the setting and given appropriate support to promote their welfare and development.

Children are helped to develop a positive attitude to others by using play equipment which reflects positive images of race and culture and by celebrating festivals. The spiritual, moral, social and cultural development of children is fostered. They play together cooperatively, share and take turns, for example, when playing the memory game. They are well-mannered, for example, they say 'thank you' for their snack. They have planned opportunities to learn about themselves and the local community. They visit the local school, church, garage and shops. Visitors come into the group to talk to the children about their work.

Children's well-being is promoted by the positive relationships which have developed between staff and their parents and carers. There is a useful exchange of information daily. Children's records contain sufficient details of emergency contact numbers and those with permission to collect the children to keep them safe. Parents gain information about activities and childcare practices by reading notices displayed in the hall. They receive detailed information about the procedures for making complaints and the process for resolving them. They are very involved in the running of the group by serving on a management committee and helping at sessions.

The partnership with parents and carers of funded children is good. Parents receive sufficient basic details about the setting when they first join and gain worthwhile information about the early learning goals from reading the group's prospectus. Further information is displayed which show what children learn when they play with construction, sand, outdoors and malleable materials and how they relate to the Foundation Stage. They are given a copy of the plans and topics for the half-term which they feel helps them to continue their child's learning at home. Parents feel informed about their child's progress and are aware they can look at their 'learning diaries' at any time.

Organisation

The organisation is satisfactory.

The organisation of the setting does not ensure that there are effective vetting procedures in place to determine the suitability of the committee to provide day care for children. They follow appropriate procedures for the recruitment and vetting of staff to ensure the safety of children. Satisfactory arrangements are in place to ensure that any person who has not been vetted is never left alone with children. The staff team and committee meet regularly and work together to promote children's welfare. Staff take part in annual appraisal sessions to identify their training and development needs, for example, 'Birth to three matters'.

Children receive sufficient support to ensure they feel secure and confident. The arrangements for registration show when children, staff and visitors are on the premises to keep children safe. Key workers are used to complete children's assessments but they are not used to assist young children and aid communication with parents. The routine and organisation of the sessions do not ensure children are grouped appropriately for their activities. All children, including the two-year-olds, spend time undertaking large group activities such as registration time, story time and snack time which requires them to wait and listen for long periods. The committee and staff keep appropriate documentation which is stored confidentially.

The quality of leadership and management of the nursery education is satisfactory. The staff team are aware of their roles and responsibilities. They meet together regularly to plan. Management does not have an effective system to monitor and review all aspects of the provision for nursery education and identify areas for improvement to ensure all children make good progress.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection, the group agreed to develop their child protection procedures, staff deployment and introduce snacks that are healthy and nutritious. The group have successfully addressed all of these points. Their child protection policy now includes satisfactory procedures to follow if an allegation is made against a member of staff or volunteer. They appointed a qualified assistant supervisor who is able to take full charge in the absence of the supervisor to ensure the safety, welfare and development of the children. The children have good opportunities to eat fruit and vegetables at snack time that promote their healthy growth and development.

The group were also asked to ensure they provided children with a balanced curriculum across all areas of learning. They have been able to develop their basic play provision and now offer a broad range of activities that adequately cover all areas of learning to enable children to make satisfactory progress.

Complaints since the last inspection

Since 1 April 2004 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

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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):

- introduce effective vetting procedures to determine the suitability of adults providing day care for children
- improve access to hand washing and hand drying facilities
- develop the routine and key worker system to make sure children's needs are met and they are grouped appropriately for activities

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 planning to include the organisation of the learning environment, the main learning intention of activities, the role of the adult and questions and vocabulary to be introduced.
- devise a system to review all aspects of the provision and to identify areas for improvements

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