



Copythorne Pre-School

Inspection report for early years provision

Unique Reference Number	110114
Inspection date	09 March 2007
Inspector	Deborah Page
Setting Address	Parish Hall, Alford Corner, Pollards Moore Road, Copythorne Winsor, Southampton, Hampshire, SO40 2NZ
Telephone number	023 80812478
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Registered person	Copythorne 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?

Copythorne Pre-School opened in 1964. It is based in a large hall in the community hall. It is run by a voluntary management group committee, made up of parents of children at the group and, parents of the local community. The pre-school serves the local and surrounding areas. The group has access to a kitchen, toilets, and an enclosed outdoor area which has safety surface. The Pre-School is situated in a rural location.

A maximum of 26 children aged between two and five years old may attend at any one time. There are currently 36 children on roll. There are 32 children who are receiving nursery education. The children attend a variety of sessions during each week. The pre-school opens five days a week. The group is open from 09.30 to 12:00.

There are five staff who work with the children, four are qualified in early years. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted generally well with routine practices such as, encouraging children to wash their hands after using the toilet and before eating. They use liquid soap and disposable paper towels. Tables are cleaned before children have their snack and cups and plates are provided. Most of the time staff wear disposable gloves and aprons as they prepare snacks for the children. There are adequate procedures for dealing with bodily fluids including staff being reminded to wear disposable gloves and, paper towels are used on the floor. This all contributes to children being sufficiently protected from germs. However, children self select their choice of fruit from a shared plate and, this places them at risk from germs. For example, one child spills their milk and licks their fingers before choosing their fruit. Children are sufficiently cared for when there is an accident. The accident is recorded and it is signed by parents. There is a policy and information for parents that exclude children if they are not well.

Children's health is sufficiently promoted as parents provide fresh fruit for snack time. Children are encouraged to be independent and pour their own drinks such as, milk or water. However, children do not have the opportunity to freely access a drink during the session when they are thirsty. Individual diets are respected as they are discussed with parents and the information recorded on individual records. Children have opportunities to prepare sandwiches with a choice of filling such as, banana, jam and marmite.

There are good opportunities for children to exercise their larger muscles. For example, they climb steps and jump from a wooden box. They learn to land safely and some children are able to roll over. Children enjoy using equipment to balance, throw and kick, such as, bats and balls, stilts, footballs, bean bags, quoits and stepping equipment. Parachute games are also organised and vehicles used to negotiate space and wheel around the out door area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are safe as staff ensure appropriate procedures to make sure the premises are secure. Staff observe children as they arrive with their parents and, the main entrance is supervised as children leave. Steps have been taken to provide a welcoming environment for children including some posters and examples of children's creative work. Equipment is appropriate for the ages and stages of the children attending and, some equipment is currently being renewed. Children are sufficiently protected with safety precautions, such as, safety mats and safety surface covering the out door area. Fire procedures are prominently displayed. The premises are thoroughly risk assessed annually with, on going checking of the premises before each session. Children are beginning to learn about safety as they are reminded to climb steps carefully and not to walk around carrying scissors. However, at times children's learning is not maximised as they are not shown how to carry scissors safely. Staff have sufficient understanding of how to

safeguard children. In general, they have a good understanding of child protection issues such as, signs and symptoms of abuse however, staff are not clear in what to do if an allegation is made against members of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children are happy and settled as they arrive and choose an activity. There is a variety of activities to stimulate children's interest, such as, puzzles, construction, vehicles and play mat, books, mark making, dressing up, physical play and an airport with accessories. Children use their imagination as they play. For example, some children talk to staff about the airport, holidays and what to pack in their suitcase. Staff interact appropriately stimulating conversation and encouraging children to think. However, at times opportunities in the role play area are restricted to dressing up clothes and a mirror and, children show minimal interest. Most activities are sufficiently organised, such as, children take it in turns to use the computer, however, at other times children queue and wait long periods for their turn. For example, when they use physical equipment. Children have various creative opportunities including playing with dough and creating their own pictures. For example, one child carefully sticks a tiny sequin fairy in the middle of a sheet of paper, they smile and say "she's flying." The child then carefully selects a strip of blue paper and sticks it at the top of the paper and, says, "she's flying in the sky."

Nursery Education

The quality of teaching and learning is satisfactory. Children benefit from staff's sufficient knowledge of the Foundation Stage Curriculum, stepping stones and early learning goals. All six areas of learning are included in the planning of activities however, at times the planning does not sufficiently challenge all children. For example, staff use prepared pictures of hens and, some children would enjoy the opportunity to make their own, particularly as they have good control of scissors and pencils. Most children are progressing well towards the early learning goals, giving their starting points in their learning. Assessment records cover all areas of learning and link to the stepping stones. Sufficient methods are used to observe children including making notes during the activities. However, it is not clear how this is used to plan for the next step in learning. For example, providing a choice of resources for children to use their own imagination. At times, teaching methods concentrate on the learning outcomes of the activity and children's learning is not fully maximised. For example, what they know about the topic, hens. Staff use demonstration and explanation appropriately to help children progress. For example, a member of staff demonstrates how shaped puzzle pieces fit together and children are eager to try it for themselves and, children are able to answer questions correctly during story time. At times, the organisation of some activities does not maximise children's learning. For example, the book area is not used effectively and, planning does not incorporate times for children to choose their own books to look at. There is a balance of adult and child led activities and most of the time staff are deployed sufficiently to support children.

Most children are confident and happy as they enter pre-school accompanied by their parents and carers. They are familiar with the routine and are confident in finding their name to place on a chair in the playroom where, they keep their belongings which, are accessible to them during the session. One child is tearful when their parent leaves however, the quick response

and support from two members of staff enables them to quickly settle into an activity. Some children take a pride in their own achievement. One child has brought in their swimming badge to show everyone. They are asked about what they had to do to get the badge. "Did you swim without a float." The child nods their head. Everybody claps and the child smiles. Some children show concern for others. One child decides to take her jumper off. An older child seeing them in difficulty offers to help. She pulls the jumper over the child's head but, at the same time the vest rises. They manage the task between themselves and giggle together.

All children enjoy meeting together for the register and singing familiar songs such as, a welcome song. Each child confidently responds to their name being called. Discussion about the weather chart enables children to practise the sounds of letters that are demonstrated by staff, including 't' for Tuesday and 'm' for March. All children join in tongue exercises to support them in their speech and language development. The exercises include 'cleaning the windows,' when children clean across their teeth with their tongue. The children are reminded the current topic is animals and their babies and, pictures are shown. They are able to recognise a cow and the calf. One child recognises the horse has a foal and recalls, "my mum went riding when she was a little girl." Several children are confident in the control of pencils and there are numerous opportunities for children to make marks. Children sit together for a song and story. They all enjoy the song, ' Old MacDonald had a farm,' and, are able to recall the sounds of animals. A large story book is read enthusiastically, 'A Day at Greenhill Farm.' All children are engrossed and concentrate well. Questions are asked about the pictures, eggs and, ducklings. The member of staff recalls a situation that happened in her garden and, the children are asked to guess what animal was discovered. They eagerly respond, "bear," asks one child, "rabbit," asks another. The adult tells them that it was a mouse with her babies. Children want to share their own stories, however, on occasions time runs out and, they do not have the opportunity to share their stories or to finish the book. The children sing a goodbye song.

Children have opportunities in activities to count and show an interest in numbers. For example, maths activities organised at a table include shape puzzles and a clock with numbers. A group of children at the dough table enjoy exploring and manipulating the glittered dough. Some children are able to roll the dough out. Some choose to use cutters to form different shapes. One child announces they have lots of trains. They are able to count the six trains. The dough is cut into pieces using a knife and the child again is asked how many pieces. They are able to count the individual pieces up to nine. "Watch me make a pattern with my dress," announces one child. They explore different ways to make patterns. The child stands up and leans across their dough. The cord pattern on the dress leaves a pattern in the dough. They giggle. Another child confidently asks the child sat next to them, " please can I just have this knife a minute," and, picks up the knife. She receives a nod in response and takes the knife to cut their dough and returns it.

Children show interest in using the computer. Some children are able to complete a simple programme on a computer. They are able to click on a colour and then a picture. Several children are able to recognise the colours when the adult asks them. They show pleasure as they are praised, smiling in response. Children have opportunities to explore and imitate others with telephones, and mobile phones. One child picks up a mobile and takes it across to a mirror and, holds it up to look at the reflection. There are various opportunities to construct including

duplo. One child proudly shows their achievement in constructing a tall tower. They are praised and proceed to show others.

Children show increasing control as they climb steps without holding on. They jump off a wooden box and land appropriately on safety mats. Some children are able to jump independently and have several turns. However, the time queuing impacts on the time allowed for other activities. One child lands and, at the same time rolls over. They are praised by an "excellent." Their friend calls across the room, "that's a good one." They smile. Children enjoy opportunities to negotiate space and use increasing control as they play with physical equipment such as, bats and balls, quoits, bean bags, stepping equipment and stilts. They balance, kick, hit and throw with the good variety of equipment. Some children throw balls to each other supported by staff. A staff member talks about the size and whether the balls are heavy or light. One child rolls a quoit and chases after it. Another child joins in and as their game develops they roll the quoits to each other. One child is learning how to hit a ball with a bat. The staff member explains, as she throws the ball, they must look at the ball and, not her face. The hit is a good one and the staff member praises the child who smiles.

A group of children sit at a focused activity linking in with the topic which, involves children decorating a hen with paint and different textured sponges. Some children enjoy mixing the colours and realise yellow and red make orange. The hens are pre drawn and cut. Some children enjoy using the paint and tools to decorate their hen. However, children's learning is not maximised for the more able children as, they are unable to create their own hen. Other children choose to extend the activity themselves and proceed to paint their hands and, the paint creeps up their arms. They are asked what does the paint feels like and, the colour. They say it is like chocolate and cold. They show great satisfaction showing different facial expressions and, jump up and down with excitement as they show others nearby.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are sufficiently met as staff, 'welcome diversity of family life,' as stated in the equal opportunities policy. Parents are happy as children settle well and their individual needs are met. Although parents are informed that equal opportunities provision includes positive images of gender, culture and disabilities, at times, the resources are not sufficiently integrated in to the regular routine activities for children. Children's understanding of the wider world is promoted as they celebrate festivals such as, Divali and Chinese New Year. They explore their senses with walks in the local environment.

Children with specific needs are well cared for, with staff supporting and working closely with parents. However, arrangements to provide privacy for children's personal care is not appropriate. There are no children currently attending with English as an additional language, however, there are sufficient procedures in place to provide appropriate care.

Most children behave well and, most of the time behaviour is managed well, such as, regularly encouraging and praising children and, discussion with children about unacceptable behaviour. Most children are able to show care and concern as they help each other, they are able to share and, remember their manners. However, occasionally behaviour management is not consistent

and some children find it difficult to take responsibility for their own behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are pleased with the care and education their children are receiving. They feel appropriate support is provided for new children settling in. There is good information provided for parents when children first start at the setting, including an introductory information pack about the aims and objectives of the group and the Foundation Stage. Parents and carers are asked about children's starting points in their learning and have regular liaison with key workers. Achievement records include the Birth to three matters framework and the Foundation Stage profile. Staff are always available to discuss any issues. Parents and carers are regularly provided with written records of achievement and, what the next steps are in children's learning. Parents have the opportunity to make their own comments. There are regular opportunities for families to be involved in activities and the progress of their child including attending meetings with the key worker. Parents are kept informed about the provision and current projects using the notice board and regular newsletters. Separate information is also provided to inform parents and carers of what they are able to do to support current projects. Policies and procedures are available on request. Parents and carers are welcomed on the committee and to attend meetings. Questionnaires provide opportunities for them to make their own comments about the provision.

Organisation

The organisation is satisfactory.

Children are well protected as a recent review of recruiting and vetting procedures now include arrangements to gain the health of staff. Sufficient procedures ensure children are protected from those persons not vetted. Children benefit from the recent review of the operational plan including policies and procedures. However, the routine practice of how children select their snack does not minimise a risk of germs. Children have access to various activities however, at times the ineffective organisation of time and resources restricts children's enjoyment and achievement. Although staff have sound knowledge of child protection issues, staff lack understanding of what to do if an allegation is made which, compromises the safeguarding of children. Children's individual needs are sufficiently met although, at times there is insufficient consideration given to their privacy. Documentation supporting the safety and well being of the children is well maintained. The setting meets the needs and education of the range of children for whom it provides.

Leadership and management

The leadership and management of the nursery education is satisfactory. The person in charge, staff and the committee are developing an effective partnership. The person in charge is well motivated to support the staff in providing positive outcomes for children. Staff work sufficiently well as a team and share responsibilities. At times the procedures in place to monitor the nursery education and identify weaknesses are less effective as children's learning is not maximised. Staff already recognise there are weaknesses in the evaluation of activities. Children's progress is monitored however, at times it is not clear how key workers use observations to inform future planning so that children are sufficiently challenged. Staff have regular team meetings and appraisals when their own training requests and needs are discussed. The person in charge

states she has the vision and enthusiasm to support staff in providing the quality of care and education that every child is entitled to.

Improvements since the last inspection

At the last care inspection the staff agreed to develop an action plan detailing how at least half of all childcare staff will hold a level two qualification. Appropriate qualified staff are now working with children and they continue to attend training. Therefore children will benefit well from the knowledge and skills gained by staff. They also agreed to ensure a procedure for lost children is in place and, to obtain, consent for emergency treatment or advice from parents. The documents are now in place. This contributes to the care and welfare of children.

During the education inspection, points for consideration included, increase opportunities for independence and making choices. Children do have some independence and opportunities for choice in activities. However, easy access to resources for children to extend their learning in activities is restricted. Staff are aware this is an area that needs developing to maximise children's learning. Staff also agreed to improve the recording of evaluation of activities. Staff continue to review how they evaluate activities and, use this information to help children progress. At times children are not sufficiently challenged. Staff also stated they continue to develop focused activities that include simple calculation when working with numbers. However, this is not evident in routine activities such as counting children.

Complaints since the last inspection

Since the last inspection there has 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 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):

- minimise risk of germs at snack time

- ensure activities are organised to allow easy access and that children are not waiting for long periods of time
- develop staff's awareness of procedures if an allegation is made against a member of staff
- make sure children's privacy is respected

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):

- ensure that activities are evaluated so that children's learning is maximised in all areas of learning
- ensure that children's individual progress records are used to inform planning

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