



Sydenham Road Under Fives

Inspection report for early years provision

Unique Reference Number	107078
Inspection date	22 January 2007
Inspector	Nigel Lindsay Smith
Setting Address	Jarman Hall, Sydenham Road, Knowle, Bristol, BS4 3DF
Telephone number	0117 9074108
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Registered person	Sydenham Road Under Fives
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sydenham Road Under Fives Pre-School is a registered charity which is managed by a voluntary management committee, made up of parents of children at the pre-school, members of the local community, and staff. It opened in 1957 and operates from a church hall and a side room in Totterdown, Bristol. A maximum of 24 children may attend the pre-school at any one time. The setting opens five days a week during school term times from 09.00 to 11.45 Monday to Friday and 12.30 to 15.00 on a Tuesday.

There are currently 38 children from three to five years on roll. Of these, 34 children receive funding for early education. The setting serves the local and surrounding area. The setting supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs six members of staff. Of these, two have appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from good hygiene practices so that the risk of cross infection is minimised. They learn the importance of washing their hands after visiting the toilet, and the premises and resources are kept clean. There are appropriate arrangements for parents to provide written permission if medication is needed. Children are effectively responded to if there is an accident as there are always first aid trained staff present and the first aid box is readily accessible. Parents give permission for emergency medical treatment, which avoids unnecessary delay. Accident records are clear, but not all are signed by parents to indicate that they have been informed.

Children enjoy healthy snacks such as crackers, carrots and drinks, served by children selected as daily special helpers. Snack time is a good social occasion when children talk to each other and the adults. Children have access to drinking water if thirsty at any time, so that they do not become dehydrated. Their individual dietary requirements and any allergies are identified so that their individual needs are met.

Children have good opportunities to develop physically. They are successfully beginning to learn that physical activities help to maintain a healthy lifestyle. Children greatly enjoy fun sessions of music and movement where they stretch high and low, move to the left and right and stamp their feet. Although they do not have an adjacent outside play area, staff make good use of the large hall space and children practice their large muscle skills as they kick, throw and catch balls, and jump, climb and balance. Their small muscle skills are developed by using pencils, brushes, computer controls, scissors and tweezers.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely and safely in premises which are comfortable and appropriate for their use. They enjoy playing in a room which is laid out to give them a variety of choices in different areas. There is a good range of high quality equipment which is stored on the premises.

Children are safe when using the premises as a thorough risk assessment is carried out, and there is appropriate safety equipment in place, such as a gate to prevent unauthorised access to other parts of the building. Staff check the equipment when obtaining it and afterwards to make sure it is safe for children to use. There are appropriate arrangements to evacuate the building in the event of a fire. Children are aware of the procedure but drills had not been practised for a period of time before the inspection.

Children are safeguarded as staff have a good understanding of how to implement the comprehensive child protection procedures. Relevant contact details are available to facilitate

staff obtaining advice and support or to make a referral if needed. Children are protected by stringent procedures to ensure that unauthorised people do not have contact with them, and only people nominated by parents are able to collect them.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily into the setting with their parents and are greeted warmly by staff; parents are welcome to stay with them for the first part of the session as they choose from a range of activities. They settle well as there is an interesting variety of activities which on the first day included dough, with pasta, cranes and a doctor's surgery in the role play area. On the second day some of the equipment was varied to include a pirate ship and a puppet theatre, so that children's interest is stimulated. Children move freely between activities, confidently exploring the provision. They relate well to the adults, who show interest as they talk to them and respond in a kind and helpful way as children ask them for help with dressing up clothes, or to read a story. Parents who help at sessions through the rota system support the activities well as there are clear written guidelines clarifying their role.

The quality of teaching and learning is good. Children play and learn through choosing freely from the accessible resources, through well-planned organised activities with their key workers such as making bread rolls, and through activities with the whole group such as singing and talking together. Adults are observant and skilfully support the children in their free play, offering individual attention, work with impromptu small groups, or allowing them to develop imaginative role play. Detailed planning ensures that the Foundation Stage is effectively covered and the activities are evaluated to contribute to future planning. Observations are thorough, regular and dated, and are contributed to by all staff, so that clear records of the children's progress are developed. Staff develop a good understanding of children's individual needs from their observations and link these with future planning. However this is not recorded, so staff do not have a written reminder.

Children are developing independence well, making choices in their activities and putting on their shoes and socks themselves after using the climbing frame. They are learning to share, for example the puppets, and to take turns in displaying cards with the morning's activities. They demonstrate caring for each other; when a child fell, another child was concerned and stayed with them. Children communicate well with adults and each other; a child asks "what is a timetable?" Adults make good use of open-ended questions to encourage further discussion. Children freely access items such as implements to write with, envelopes and stencils from a well-resourced writing area. They enjoy listening to well-told stories and re-enact them in the role play area. Staff make good use of accessories with stories, such as puppets, to hold the children's attention.

Children are developing their number skills, for example by counting other members of the group. They freely select items for measuring, matching and recognising shapes from the maths resource area. A child discovers for themselves that two numbers match, and proudly goes to a member of staff to show them, before deciding to draw round it. Children learn through play as they use pretend money in a role play shop, and measure feet in a "shoe shop". Children experiment with different textured substances such as a green jelly, learning how it changes

when water is added, and explore how to make a water wheel work consistently when the substance has thinned. They use tape, staplers, magnifying glasses and torches. They become familiar with technology through using the computer and a camera. They learn how people change as they grow, and about different cultures through activities such as dressing up for the Eid festival. Children have excellent opportunities to develop creative skills. They construct houses and vehicles, create their own designs using a range of materials, use their imagination in role play and enjoy music through singing and dancing.

Helping children make a positive contribution

The provision is good.

Children learn good behaviour through the excellent skills of the staff, who set clear and consistent expectations and manage more challenging behaviour very well. They use familiar phrases to make the children think, such as "children are not using their listening ears today". Children contribute by making up rules for the group such as "use nice words" and "be friendly".

Children gain awareness of different cultures through using a good range of equipment such as multicultural small world play people, and through activities related to festivals such as Chinese dancing. Staff hire additional equipment from a specialist resource centre. Children's individual needs are met well, for example a member of staff is employed to give individual help to children with English as an additional language, supported by relevant visual aids. There are thorough arrangements in place to work with children who have learning difficulties or disabilities and to include them in the activities.

Partnership with parents is good.

Parents receive a comprehensive prospectus, and there is a good range of information available for them in the nursery, ranging from photos of staff to information about how they can support their children's learning at the pre-school. Plans are displayed for parents to see. There is good liaison before children start in order to explain the curriculum, and parents are encouraged to access their children's records at any time. Formal arrangements ensure that parents have regular feedback about their children's progress.

Organisation

The organisation is good.

Good planning and organisation ensures that children have a varied programme of free-play and adult-led activities. Robust recruitment arrangements ensure that staff are appropriately checked and qualified, and the induction process ensures that they are aware of their responsibilities. Attendance at additional training events builds on their knowledge. Records are thorough, policies are comprehensive and reviewed, and all are stored confidentially.

Leadership and management are good. Staff meet weekly and are all involved in planning, observing and reviewing effectively. They are highly committed to working constructively with the children. They have undertaken a comprehensive quality assurance programme, which has contributed to developing a very clear vision for the pre-school.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The setting have achieved all of the recommendations made at the last care and nursery education inspections.

At the care inspection they were asked to ensure that drinking water was always available. A jug of water with cups is available for the children to access throughout the session, as well as the drinks provided at snack time. Ofsted's telephone number is included in the complaints procedure as requested.

Following the nursery education inspection the setting have increased opportunities to understand the concepts of length and breadth through activities such as measuring people. They have created more opportunities for developing large muscle skills and taking part in large movement play through using the main hall for activities such as using the parachute, and movement with music in the second room.

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 on request. The complaints record 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):

- ensure that fire drills are carried out periodically
- ensure that parents sign all records of accidents to indicate that they have been informed.

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):

- link assessment records with planning to ensure that it takes account of all individual needs.

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