



## **Parkwood Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	103832
<b>Inspection date</b>	21 February 2007
<b>Inspector</b>	Claire, Alexandra Parnell
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<b>Registered person</b>	Parkwood Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Parkwood Pre-School opened in 1997. It operates from a static mobile classroom in the grounds of Parkwood School. They have access to two rooms, one store cupboard, toilets and an outside area. The pre-school serves the local area and surrounding community.

There are currently 73 children on roll. All 73 children are funded three and four year old children. The children attend a variety of sessions each week. The pre-school staff have experience of working with children with disabilities and/or learning difficulties and support children who speak English as an additional language.

The pre-school opens five days a week throughout the year. Sessions last from 13.00 to 15.30, Monday to Friday and 09.15 to 11.45 on Tuesday, Wednesday and Thursday. They follow the Reggio Emilia system for providing education in addition to the early learning goals.

There are six staff who work with the children. All staff have early years qualifications to either level two or three and attend short courses. The pre-school receives support from a Pre-School Learning Alliance development worker, a teacher from the Early Years Development and Childcare Partnership and teachers from Parkwood School.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are developing a good understanding for personal hygiene and have access to all necessary amenities to carry this out independently. They can freely access the bathroom where soap, running water and hand towels are available to wash their hands correctly. Children learn to wash their hands after toileting and messy activities and before cooking activities and eating their snack through effective encouragement and reminders from all staff members. Boxes of tissues are freely accessible in both rooms for children to wipe their noses and dispose of tissues in the bins available.

Children's ongoing health needs are promoted within the pre-school. Accidents are recorded with relevant information and parents are encouraged to sign the information to show that they have been informed. Adequate procedures are in place to administer medication to children safely. Consent is sought from parents with relevant details about how much and when to administer.

Children learn about making healthy choices at snack time due to the snacks and drinks available to them and the choice of when to have their snack and drink. Children access both milk and water at any time during the snack time period, replenishing their cups as many times as they wish. They help themselves to fruit available in the basket, although alternative snacks are available for children who do not like the fruit, such as raisins. Children are actively encouraged by staff to try new tastes to develop their likes and dislike within a healthy diet. Careful consideration is given during snack time and in cooking activities to ensure children with dietary restrictions do not have access to foods that affect their health or cultural beliefs.

Children's physical development and wellbeing is promoted well due to the children's regular participation in physical activities, both indoors and outdoors as well as regular access to fresh air. Children access climbing and balancing equipment during each session, encouraging their coordination and gross motor skills. They thoroughly enjoy large group activities such as parachute games, ring games and free space to run, jump and hop, using different movements to move around. Children are beginning to understand the effect that movement has on their bodies, such as spinning will make them dizzy.

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

The provision is satisfactory.

Children play in a safe and secure environment within the pre-school building and learn to stay within safe boundaries within the school grounds. Staff ensure the premises remain safe due to the daily checks that are carried out to promote children's safety. Children are not able to

leave the premises unaccompanied due to the satisfactory safety measures in place at the main pre-school entrance. When children play outside, they use the school playground and equipment. Children learn about where they can play because the staff take time to remind them of their boundaries. Staff remain vigilant at all times.

Children have access to safe and relevant equipment, resources and activities within the premises and the outside playground, therefore promoting their independence. Action has been taken to prevent children accessing potential hazards such as heaters, which are covered by guards. The water temperature is regulated to prevent children from scolding themselves.

Children learn about how to promote their own safety as well as others through clear explanations and demonstrations from staff, such as sitting on chairs correctly. Children take part in regular fire drills to ensure that they can be evacuated from the premises during an emergency. Consideration is given when taking children out on trips, to ensure their safety is paramount, such as risk assessments and consent sought from parents.

Children 's welfare is promoted through robust child protection procedures. All staff are aware of the procedures to follow when concerns arise and are confident in recognising safeguarding issues. Clear systems are in place for recording concerns and staff have access to local support systems within the local authority.

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

The provision is satisfactory.

Children have access to a good range of activities and resources, encouraging them to make choices of what to play with. They free flow from room to room and from inside to outside, promoting their decision making and independence. Staff work calmly and professionally with the children, ensuring that they are engaged in interesting activities relevant to their level of development. They ensure all children are actively involved in activities and play within the group. All children currently attending the group are funded three and four year olds, however some children are not within the levels of development within the Foundation Stage. The group do not use or have clear knowledge of the Birth to three matters framework to promote the development of younger or less able children.

### **Nursery Education**

The quality of teaching and learning is satisfactory.

Children's activities are effectively planned for. Staff take into consideration changes in interest and will spontaneously change activities to engage their interest and extend their learning. Staff are aware of children's different levels of development and use this information during the practical implementation of activities, such as simplifying the questions used for less able or younger children and extend the questions for more able children. Children with special educational needs are given adequate levels of support, working closely with outside agencies, area coordinators and the parents to support and promote these children's needs. Children who speak English as an additional language receive good levels of support due to the use of sign language for all children and pictorial aids to ensure children can make decisions for

themselves. Children's achievements are observed and recorded throughout the session. These are carried out by all staff and systems are in place to ensure all children are observed within in all areas of learning. Staff collate this information to produce a report linked to each area of development at the end of each term. However, these observations are not linked to the stepping stones within the Foundation Stage, to show children's current stages of development.

Children describe their learning using some complex words, such as to explain the weather. Most children recognise their name, looking for their written name at snack time. They attempt to write the first letter of their name on the entrance door of each room but some children have limited encouragement to form letters correctly. Children have limited encouragement to label their own work, particularly those that are able to do so, demonstrating their competence in other areas of play such as the writing table. Children listen to stories and some confidently finish the story using familiar words and phrases. Children have an emerging understanding that print has a meaning.

Children associate numbers with amounts, demonstrating that holding four fingers up is the same number as their age. They are developing an understanding of more than and less than by calculating simple numbers within child initiated conversations. They learn to associate and compare shapes with every day objects such as the heart shaped cutter with the love for their mummy.

Children actively learn about other cultures, using their own experiences to aid other's understanding of culture. Visitors are invited to discuss their experiences in other countries. Children confidently ask questions to clearly demonstrate their interest. Children are developing a sense of time and belonging by discussing their own experiences from travels and holidays. They use a computer confidently, using the mouse to change the information on the screen. Children thoroughly enjoy sensual and textural experiences within the setting. They explore the feel, smell, taste and touch of malleable materials such as sand, water, glup, dough and paint.

Children freely paint their choice of picture, mixing the paints themselves and using a choice of their hands or brushes to create their picture. They confidently sing songs that are known to them and use pictorial guides to introduce new unfamiliar songs. Children use the resources in the home corner well, to reflect their understanding of culture and extend their learning of different roles in society, such as chop sticks, noodles and menus to learn about Chinese restaurants and Chinese New Year.

Children demonstrate their developing skills in pouring, mixing and using tools for a purpose, particularly at snack time and during cooking activities. They use both palmer and pincer grips to make marks with pencils and crayons, developing a style in pre-writing skills.

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

The provision is satisfactory.

Children learn about diversity through the use of role play, dressing up, cultural celebrations, books and displays. They eagerly ask questions about people's differences, positively accepting the sensitive answers given by staff. Children's individual information is used well by the staff

to ensure their individual needs are met. Staff are quick to absorb information about changing circumstances to support children's emotional needs.

Children with disabilities and/or learning difficulties are supported throughout the indoor and outdoor facilities. Staff have satisfactory information to support children's particular needs.

Children receive plentiful praise for acceptable behaviour and their achievements, making them feel proud of their end result and their behaviour, developing levels of self esteem. Children are aware of effective strategies used by all staff to calm a noisy situation and quickly respond to this action to attract children's attention. Record systems are in place to monitor and record significant changes in behaviour. Staff work with parents to find the common cause of behaviour changes and use shared strategies to promote positive behaviour.

Children confidently settle quickly into their environment and are eager to choose and join in the self selected activities. They learn to negotiate in their play, sharing resources with each other. They demonstrate an emerging independence in their play and self help skills such as putting on coats and toileting. Their social, moral, spiritual and cultural development is fostered.

The partnership with parents is satisfactory. Parents are invited to help on a rota basis and actively share their experiences with children, linking learning to topics and themes. Parents are given instructions as to the normal practices of the group for continuity. Information promoting the care of the children is displayed within the entrance hall of the group, such as health information and the pre-school's policies and procedures, including a complaints procedure. Children leave their parents at the door of the pre-school room, giving parents limited insight to what children are doing within the room on a regular basis. Although parents receive a consultation about their children's development at the end of each term, they have limited opportunities to discuss their children's achievements and development on a daily basis. When starting at the pre-school, parents are asked for information about their children's care needs and this reflects on the ongoing care of the children. However, parents are not asked for developmental information about their children which reflects on the limited initial planning for children's development when they start at the provision. Parents do have access to basic information about the Foundation Stage, giving clear information about the importance of play. However, parents are not sure who members of staff are as they are not easily identified.

## **Organisation**

The organisation is satisfactory.

Children are cared for by staff who have relevant clearances to allow them to have unsupervised access to children. The group uses robust procedures to recruit suitable staff to work with the children. A suitably qualified supervisor takes responsibility for the children and the group during the afternoon session. However, there is no named deputy to take responsibility during the morning sessions when the named supervisor works in the school setting.

Children are cared for by adequate numbers of staff when in the pre-school setting. However, when children visit the reception class at the adjoining school, one afternoon a week, they are not always supervised by pre-school staff. Sometimes pre-school staff take responsibility for school children, which has an impact on the quality of care for the pre-school children. Children's

attendance is recorded in dual registers to show which room they are playing in, however, this is not recorded until ten minutes into the session, therefore their attendance is not accurately recorded.

Children's records and documents are stored safely and securely within the setting. Information is regularly updated to ensure staff refer to children's current details.

The leadership and management is satisfactory. Staff attend regular meetings to discuss children's development and the planning of future activities and learning opportunities. Staff's performance and practice is regularly assessed and training is offered to develop staff in all areas of learning. Staff identify some of the setting's strengths and weaknesses. However, staff do not use information from parents to evaluate the effectiveness of the educational system.

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

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

At the last inspections the pre-school was given two recommendations to improve the quality of care and four key issues to improve the quality of nursery education.

The attendance register did not accurately show the attendance of children, visitors and staff. Visitor's attendance is now recorded in a separate book. All visitors are asked to sign in as soon as they are on pre-school premises. Staff and children's attendance is recorded on two separate registers, one for the red room and another for the blue room. Together they show how many children and staff are present at any one time. However, this is not carried out until ten to fifteen minutes into the session, therefore this has an impact on children safety if an emergency arose during this period before registration.

Staff did not have clear knowledge of child protection procedures. All staff have attended child protection training since the last inspection and all have a clear understanding of their responsibilities and the procedures to follow if a concern was identified. Information is freely available to all new staff and long term students to promote children welfare.

The children did not have access to the whole range of learning opportunities provided. Children now access all activities and resources throughout the two play rooms within the setting. They make independent choices to extend their learning in pre-selected activities or select new activities to enhance their decision making. All resources are stored at accessible, safe heights and staff encourage full participation with all chosen activities and resources.

Children had limited opportunities to practise correct letter formation and writing names. Children have access to mark making resources within the writing area, freely choosing paper, pencils, "my book" resources to freely draw. They have the opportunity to write their first letter of their name on a wipe board at the entrance to each room. However, this is not actively encouraged by staff who make limited efforts to support children to correctly form these letters. Children are not actively encouraged to attempt to label their own work within creative play, therefore they have limited understanding that print and mark making has a purpose.

Children had limited opportunities to learn about features of their locality. Children now go on regular trips out of the premises to local amenities, such as the shops, to learn about their local community and services.

Parents had limited information about the Foundation stage and how children progress. Parents now have access to information within pre-school written details about the Foundation Stage, which greatly emphasises the importance of play. However, parents have limited opportunities to enter the setting and see and hear about their children's progress on a daily basis. Although they do have termly consultations with staff to discuss their children's progress on a formal basis.

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

Since the last inspection there have been no complaints made to Ofsted that requires 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**

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):

- ensure children are adequately supervised when visiting the adjoining school
- consider introducing the use of the Birth to three matters framework to promote the development of less able and younger children
- ensure children's attendance is recorded accurately at all times

#### **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):

- extend systems to promote partnership with parents; gain children's starting points on entry to inform initial planning, ensure parents have regular information about their children's daily achievements and ensure parents can identify the staff working with their children.

- provide further resources and opportunities for children to extend their mark making skills and labelling, particularly in creative activities

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](http://www.ofsted.gov.uk)