



## Avon Small Saints Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY338057
<b>Inspection date</b>	18 January 2007
<b>Inspector</b>	Catherine, Louise Sample
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<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 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?

The pre-school was registered in 1987 and moved to its current premises in 2006. It operates from a mobile in the grounds of All Saints Primary School in Netheravon and has an enclosed outdoor area for physical play. The pre-school opens five days a week during school term times from 09:00 to 15:15. It serves the local area.

The pre-school is registered to provide full day care for 20 children aged from two to under five years. There are currently 31 children from two years to under five years on roll. This includes 19 funded children. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities and those who speak English as an additional language.

Six staff and one volunteer work with the children. Of these, three have relevant qualifications and three are currently working towards them. The pre-school receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning about good hygiene practice. They wash their hands thoroughly before eating and use liquid soap and paper towels to prevent cross infection. They know that they need to wash their hands because germs could give them a sore stomach. They discuss with staff the fact that when food has fallen on the floor it is too dirty to eat.

Children's hygiene needs are met well. The premises are kept clean and staff use anti-bacterial spray to clean the tables before children eat. Children wash up their own bowls and cups after snack time and staff ensure that they are washed again later to ensure good hygiene. When children swap wind instruments wipes are used to clean the mouthpieces to prevent cross infection. Younger children's hygiene needs are met effectively. Staff wear disposable aprons and gloves for nappy changing.

Children have healthy food and drink. They have snacks of fruit and pasta and are offered drinks of water, milk, or fruit juice. The pre-school has a healthy eating lunch-club policy which gives parents guidance about healthy packed lunches. The pre-school has a ban on fizzy drinks, sweets and chocolate. Children are learning about healthy eating. There are pictures of fruit and vegetables displayed and children and staff discuss foods that are good for you.

Children are well protected from illness and infection through effective measures such as excluding children with measles or mumps for 14 days. The sickness policy gives parents clear guidance as to when they should keep their child at home and what illnesses the pre-school need to be made aware of. Parents have access to a variety of leaflets about childhood illnesses and inoculation. Children are helped to keep fit through regular outdoor play and activities such as dance and gym.

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

The provision is good.

Children are learning about how to stay safe. They know why safety measures are in place. For example, they talk about being careful when they are doing gym in the hall because the floor is hard. Staff consistently remind children of their personal safety and that of their peers. For example, children are reminded to keep their long snake and sword models pointed down because they could hurt someone in the eye.

Children can move about the setting safely due to a thorough risk assessment and a range of effective measures. These include keeping the door locked at all times and using socket covers and heater guards. Hazardous materials are stored in a locked cupboard which is always re-locked as soon as anything has been removed or replaced. Resources are checked for safety on an

ongoing basis. Children regularly practise fire drill and the pre-school has procedures for emergency situations such as very high winds. Children's safety outdoors is ensured through measures that include keeping the gate locked at all times and ensuring the pond is inaccessible to children. Staff make a thorough risk assessment for outings to ensure that children are safe when off the premises.

Children's welfare is protected through the staff's clear understanding of child protection issues. They are aware of the possible indicators of abuse including withdrawn behaviour and inappropriate play. The pre-school has clear and appropriate procedures for staff to follow if they have a concern about a child. The child protection statement is shared with parents and includes procedures for dealing with an allegation of abuse against a member of staff.

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

The provision is good.

Children are confident. They chat to staff and other adults and ask for assistance as necessary. They are proud of what they are doing and show staff their work. For example, a child proudly shows off his model of a sword. Children benefit from praise. Staff consistently recognise children's achievements. For example, they tell a child how clever she is to remember that you need to wear trainers in the gym. They value children's achievements. For example, they put up children's number stencils on the wall so that everyone can see them

Children have many independent skills. They pour their own drinks and wash up their bowls and cups. Staff demonstrate how to put construction materials together but then encourage the children to try it for themselves. Children have good opportunities to make choices. They can self select resources and choose what activities they want to do.

Children benefit from a wide range of well planned activities. Planning is based on the Foundation Stage and the Birth to three matters framework. This ensures that the needs of all ages are catered for. For example, planning for younger children includes more free play and less structured activities. Children have easy access to a varied range of age appropriate resources that cover all areas of their development. For example, there is a well stocked home corner for role play and a comfortable reading area with a wide range of books.

### **Nursery Education.**

Teaching and learning are good. Children are making good progress towards the early learning goals. They are motivated to learn. They are eager to look at a globe and talk about where they live. They relate well to one another, helping each other with tasks such as putting the mats away. They are good at sharing and taking turns and know the golden rules. They have many independent skills such as pouring their own drinks and getting water from the dispenser. They are becoming aware of cultural differences through using multicultural toys and doing topics such as 'The World'

Children use mathematical language in their play. For example, a child states that he has "lots of metres" and another says he wants to make his model "very big". Children willingly count up to 10 and recognise numerals. They are learning about shape and have good opportunities

to measure and estimate. They are beginning to learn about basic calculation as staff ask whether they need to add more or take some away. They are beginning to use mathematics to solve practical problems such as how to make their models bigger.

Children are confident speakers who chat with staff and other adults and often initiate conversations. They also use talk in role play. They enjoy looking at books and listen well at story time. They are able to recognise rhyme and are learning the initial sounds of words. They have good opportunities to mark make and practise early writing skills. For example, a child has written the reminder signs about hand washing.

Children have various planned opportunities to explore different media and materials. For example, they paint pictures of shamrocks and do junk modelling. Mark making materials are always available. However, children do not have free access to art and craft materials throughout the session which limits their opportunities to express their creativity. They enjoy using their imaginations in role play and regularly experiment with sound when they play instruments and sing.

Children move confidently and have good opportunities to move in different ways. For example, during gym they balance, jump and slither. They use a variety of small and large scale equipment which help to develop their motor skills. They are learning about healthy eating and good hygiene.

Children are finding out about living things and observing change through activities such as walking in the adjacent woodland. This also helps them learn about their local environment. They are becoming aware of other cultures. They talk about where they come from and parents from other countries come into the pre-school to cook and tell children about their way of life. Children use keyboards and some electronic toys but do not currently have access to a computer.

Staff have a good understanding of the Foundation Stage of learning. They are aware of what children can learn from different activities and know how to challenge older and more able children. They record their observations of children's progress and transfer this information to children's records of progress. This is used to inform future planning. Key workers draw up daily activity plans which take account of the next steps individual children need to take. Staff make effective use of questioning and discussion. They ask questions such as "What do we need light for?" and "What would you find in a river?" They are able to adapt activities when children do not react to a planned activity in the expected way. For example, when children start an activity using a globe they want to talk about light and not about the world. Staff allow children to develop their interests and discuss different forms of light and power cuts with them before moving on to talking about the world.

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

The provision is good.

Children have positive relationships with each other. They play well with one another and work together on tasks such as moving the gym mats. They play an active role in the provision. They help to tidy up and wash up their own bowls and cups. They contribute their ideas for activities.

For example, when outdoor play is cancelled due to rain, staff ask children what they would like to do instead and bring out the appropriate resources.

Children are well behaved. They share toys and take turns in activities such as gym. They sing the 'please and thank you' song before eating and often use the words unprompted. They know the pre-school's golden rules and why they are important. For example, they tell staff that the no-running rule is important because they could hurt themselves. Children's behaviour is managed effectively. Staff use consistent strategies to help children learn how to control their behaviour. They set clear expectations and often refer to the golden rules. They acknowledge desired behaviour with praise.

Children are learning about wider society. They use a variety of resources that promote diversity including multicultural puzzles and disabled small world figures. They are currently doing a topic about the world in which they are finding out about their own countries and those of others. Staff challenge any discriminatory remarks. For example, when a boy says that girls cannot be Power Rangers staff explain that they can and a discussion follows about how some boys have long hair and that this is fine.

Children's individual needs are met well. Parents are asked to share any relevant information about their children so that staff can recognise and meet their needs fully. Staff provide good support for a child that is distressed and for another that does not want to sit and join in with registration. Children with learning difficulties and/or disabilities are cared for effectively. The pre-school has wheelchair access and access to a disabled toilet facility. The special needs co-ordinator has attended a variety of relevant training and has a good understanding of the need to work closely with parents and the area co-ordinator. She has a clear understanding of the processes involved such as using individual education plans and applying for funding one to one assistance. Children who speak English as a second language are cared for appropriately. Staff work with the parents to establish how they want the children to be cared for and respect their wishes. Parents are encouraged to come into the pre-school to help the children learn about different cultures.

Children benefit from an effective working relationship between staff and parents. Parents are kept well informed through regular newsletters and an informative notice board. They also receive a welcome pack and a copy of the pre-school's policies and procedures. Parents find staff approachable and friendly and feel comfortable sharing information with them.

Partnership with parents is good. Parents are informed about what their children are learning and have easy access to leaflets about the Foundation Stage curriculum. They are aware that they can ask to see their children's records and discuss their progress at any time. They receive a half termly report and are invited to come in to discuss it. Older children have work books that they take home which give parents ideas of how to continue their children's learning at home.

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

## **Organisation**

The organisation is good.

Children benefit from a well organised environment. The pre-school is situated in a small mobile but despite the restricted space the room is arranged into different areas such as a role play area and a book corner. Activities are arranged to ensure that there is sufficient play space around them. The environment is welcoming with colourful friezes, mobiles and displays of the children's work. Resources are also organised effectively. They are stored in low units or on the floor so that children can access them easily by themselves.

Children's welfare is promoted through the keeping of all necessary records, policies and procedures. The pre-school's policies and procedures are regularly reviewed and parents all receive a copy. Records are generally kept accurately. For example, the accident book and records of medication are completed correctly. Children and staff's attendance is recorded daily. However, children's attendance is generally recorded showing the times of the session that they are booked in for rather than the exact times of their arrival and departure. This means that the register does not always accurately reflect which children are on the premises at any given time. The pre-school has thorough procedures for investigating complaints and keeping a record of any received.

Children's care is enhanced through having suitable staff. All new staff have their references followed up and medical advice is sought where necessary. All staff have been vetted and children are never left alone with unvetted persons. Children also benefit from having well qualified staff. Half the staff have level 3 qualifications and half are currently training. All staff attend a variety of training and workshops and are committed to professional development.

Leadership and management are good. Staff are managed well. They undergo a formal induction process, termly appraisals and frequent meetings. All staff contribute to planning and recording observations. There are good links between the supervisor and the chair. They have ongoing discussion about the pre-school and have recently set up a regular weekly meeting as well. There is an active parent committee. The educational programme is monitored to ensure that all areas of learning are covered. Activity plans are usually fully evaluated. However, a small number are not and this affects the contribution they can make to future planning. The pre-school monitors and evaluates the provision for both care and education. Staff are currently working on an external self evaluation and have completed the Ofsted self evaluation in which they accurately predicted their grades for each outcome. The supervisor is able to assess the strengths and weaknesses of the setting and has clear plans for the future including the building of new premises and extending the opportunities for children to use information and computer technology.

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

## **Improvements since the last inspection**

At the last care inspection the pre-school was required to develop a number of policies and procedures including child protection, fire evacuation and lost or uncollected children. It was also required to amend the registration process.

The pre-school has a comprehensive policy and procedure document which is shared with parents. It includes details of how to deal with an allegation of abuse against a member of staff, what to do if a child becomes lost or is not collected and what to do in the case of fire. Children's welfare is enhanced by the pre-school having all the necessary policies and procedures. Children's attendance is recorded daily and so is that of staff. However, the register generally shows the times of the session that the child is attending rather than the exact times of arrival and departure. This means that a child arriving late or leaving early is not always reflected in the register.

At the last education inspection the pre-school was required to develop planning to provide challenges for more able children and give parents information about the Foundation Stage of learning and curriculum planning. Daily activity plans allow staff to plan specifically for the next steps that individual children need to take. More able children are therefore, challenged appropriately. Parents have easy access to leaflets and other information about the Foundation Stage of learning. Planning is displayed in the foyer which means that parents have good opportunities to find out what their children are learning.

### **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.

## **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 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 the register accurately reflects the number of children on the premises at any given time

#### **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):

- further develop opportunities for children to use information and computer technology and to freely experiment with a wide variety of media and materials
- ensure consistent evaluation of activities to inform future planning

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)