



## Tisbury Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY341483
<b>Inspection date</b>	01 February 2007
<b>Inspector</b>	Carole Argles
<b>Setting Address</b>	The Bungalow, Weaveland Road, Tisbury, Salisbury, Wiltshire, SP3 6HJ
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<b>Registered person</b>	Tisbury 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 inadequate - notice of action to improve. The registered person does not meet 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?

Tisbury Pre-School operates from its own converted premises on a school site in the village of Tisbury, Wiltshire. The pre-school is managed by a committee of parents and has been open for many years and at its present site since September 2006. Most of the children who attend live in the local area. The pre-school is registered to care for 18 children aged between two and four years and usually accepts children from the age of two years ten months. It is open five days a week during school term times with sessions running from 09:00 to 12:00. A lunch club operates after some sessions according to demand.

There are currently 14 children on roll, of whom 13 receive funding for nursery education. The pre-school supports children who have learning difficulties or disabilities. Currently there are no children who speak English as an additional language. There are two staff who work with the children, both of whom hold an early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children's good health is well supported by the staff. The premises, equipment and toys are kept clean and hygienic and there is a separate sink in the kitchen for food preparation. Children are not cared for when they are ill or infectious and each parent receives information about common childhood illnesses so they understand when to keep their child away. The children learn good hygiene routines and always wash their hands before eating or cooking. Staff remind them to wash their hands after using the toilet. They begin to learn why this is important to prevent them becoming ill. The children's first aid and medical needs are met by the staff who hold appropriate first aid certificates and ensure that suitable first aid kits are readily available both within the premises and when they are out. Appropriate procedures for the safe administration of any necessary medication to children and for recording any accidents are in place.

Drinking water is readily available in jugs for the children to take when they are thirsty. The children have a healthy mid-session snack which includes fresh fruit or salad vegetables daily. Staff ensure that children's specific dietary needs are met and display information in the kitchen to remind them of these. After some sessions, children stay to a lunch club and there is information for parents with suggestions for providing a nutritious packed lunch for their child. The children begin to learn about the importance of eating a healthy diet. Staff promote their interest in this by providing cooking activities, for instance, making vegetable or pumpkin soup, and by talking with them about subjects like dental hygiene.

Although at present the outside play area is not suitable for the children to use, there are many physical activities for them, and this helps to keep them fit. Staff make use of nearby facilities at the school, leisure centre and park. Here the children use a range of equipment, including wheeled toys, balls and large play equipment for climbing and balancing. They are developing good control and coordination of their movements. For example, during the weekly dance and movement sessions, they move in time with the music, jumping and hopping and learning to skip, showing a good awareness of space as they do this. They enjoy these activities and join in with enthusiasm and this encourages them to adopt a healthy lifestyle.

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

The provision is inadequate.

The staff are aware of the signs and symptoms that show that a child may be suffering harm or neglect and they are intending to undertake further training to extend their knowledge of child protection issues. Information about the responsibilities of the staff and the procedure that would be followed if there were concerns about a child are prominently displayed for parents. However, procedures to ensure that only people who have been vetted have unsupervised access to the children are not implemented effectively. This poses a risk to the children's safety and welfare.

The newly converted premises are light, warm and spacious. The children feel comfortable and settled because the environment is made welcoming to them with many displays of their artwork, posters and pictures and they have named coat pegs for their belongings. The premises are well planned, with areas dedicated to specific activities such as pretend play or books. The children can access the cloakrooms independently. Suitable furniture and equipment is provided and there is a wide range of good quality toys and resources to support all areas of the children's development. The staff check items regularly to ensure that they are safe and suitable for use. Many activities and resources are stored in low units allowing the children to make choices about what they play with.

The risk of accidental injury to the children is minimised because the staff have a clear understanding of safety issues and take effective measures to promote their safety. Children are excluded from potentially hazardous areas such as the kitchen through use of stairgates. For most of the session, the premises are kept secure against unauthorised entry. The children are well supervised at all times and, on outings, additional parent helpers accompany the staff to help keep the children safe. There are suitable fire safety procedures in place and the alarms are tested regularly. The children have opportunities to practise the evacuation procedure so that they understand how to act in an emergency. They begin to learn about other ways to keep themselves safe. For example, they talk with staff about stranger danger and practise crossing the road safely, listening for cars and using the zebra crossing.

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

The provision is good.

The children are happy and settled. They have a warm and friendly relationship with the staff who greet each child and their parent as they arrive at the pre-school, making them feel valued and welcome. The good levels of conversation and interaction with staff support the children's communication skills effectively. They receive praise and acknowledgement of their achievements and many examples of their work are displayed around the room. This promotes good self-esteem and gives the children the confidence to try new tasks. The staff know the children well and observe what they can do, keeping up to date records of their development and personal details. This allows them to meet children's individual needs and plan their future learning effectively.

There is good use of the children's time and a suitable routine for the day which always includes periods of exercise, as well as group activities, such as registration or singing, and opportunities for children to make choices about what they do. The staff work directly with the children, giving them help when required but encouraging them to develop independence, for example, by putting on their own shoes and coats and managing their own personal care. There is a wide range of toys and equipment to support all areas of the children's development. The children frequently initiate their own play, selecting items independently from the draw units, to they use on their own or to share with friends. The children enjoy the activities provided and are well occupied at all times.

### **Nursery education**

The quality of the teaching and children's learning is good. The children are motivated to learn and take part enthusiastically in the activities often showing sustained concentration on both

adult-led and self-chosen tasks. They know there are times when they should sit quietly and they listen attentively, for example, at story times and during the dance session. Most children speak clearly and confidently both with adults and other children. They are developing a wide vocabulary and also learn other ways to communicate, for instance, through sign language. They use their imaginations well and talk about events in their lives and about what they are doing and why. The children enjoy stories, and sometimes a small group choose to share a book with a member of staff. At times, the children copy this example, and one boy asks another if he would like him to 'read' the gingerbread man book and he listens attentively as the story is retold. Some children respond spontaneously to their experiences. For example, a child decides to make a picture the Noah's ark story from collage materials. The children are encouraged to act independently in this way because the staff are interested, talking with them about what they are doing and praising their achievements. Good use is made of stories and rhymes to encourage the children to think about letters, words and their sounds. For example, they continue rhyming sequences such as hat, cat, mat or frog, log, and make up their own. There are many activities which promote good hand-eye coordination. The children thread beads, join construction pieces and handle small objects such as miniature world figures; they twirl long ribbons with large arm movements during dance activities, and enjoy drawing and tracing activities. All these help them to develop the control of their movements required later for writing skills.

The children are interested in numbers and are beginning to count competently, linking objects to the correct number. Some children understand and recognise numerals above ten. The staff use practical activities, such as dice and board games, to make the children's learning fun. The children begin to think about size, measurement and money as they play with a variety of shoes and boots in the well-resourced shoe shop. They are interested in number activities and sometimes initiate their own. For example, a child selects a pack of cards and matches the pictures and numbers, counting and commenting on what she finds. The children use a computer and other technology, such as a tape recorder, to support their learning, again often doing this independently. The children begin to think for themselves. The staff take advantage of opportunities in their play to ask them questions and to encourage them to solve problems, for example, when they are building a marble run or working out how to make a series of cogs turn.

There are many opportunities for the children to find out about the world around them through the themed activities. Recently they have been talking about the weather and have flown kites and made a rain gauge for the garden, measuring how much water they have collected each day. They begin to learn about the wider community and the traditions of others, talking about Diwali and making their own mendhi patterns on pictures of hands. There is a good range of resources for the children to make models. Sometimes they decide to use these to make items for their own purposes, exploring how to join materials, perhaps using scissors, tape, ribbon or glue. The children use their imaginations well and play cooperatively together in the role play area. They enthusiastically join in the dance sessions, pretending to walk through mud or splash in puddles, changing the pace of their movements to match the music. The children have the benefit of a well planned and resourced indoor environment to support their learning. At present, they use other local facilities, including the nearby park and leisure centre, but the

staff and committee have plans to develop attached garden so it can be used to enhance the children's learning and offer a wider range of readily accessible activities.

Staff have a sound knowledge and understanding of the Foundation Stage curriculum. They know what they intend the children to learn from the activities and they plan an interesting and varied range programme for them. The staff take many opportunities to observe what the children can do and use this information effectively to evaluate the success of the activities and to monitor and record the children's progress. This allows them to plan the next steps in the children's learning effectively and ensures that they make good progress towards the early learning goals.

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

The provision is good.

Good channels of communication are established between parents and staff from the outset and this helps to ensure that children's individual needs are met well and that staff can respect the parent's wishes. There is an effective settling-in procedure to ensure children are familiar with their new surroundings and sometimes they bring in items from home so that they feel more secure. The parents receive comprehensive information about the pre-school which includes brochures giving details of some of the policies and procedures and the types of activities provided. They have opportunities to become involved with the running of the pre-school by serving on the management committee and helping during sessions.

There are many toys, books and resources which show positive images of diversity and the children take part in activities to help them find out about their own and others' culture and traditions. They ask to use French and Spanish words to answer their names at registration time and have opportunities to sample food from other countries. This approach helps the children develop tolerance and acceptance of others in society. There are effective systems in place to identify and support any children who have learning difficulties or disabilities and staff have a clear understanding of their responsibilities. They work closely with parents and others to ensure that activities are adapted and children's development is planned appropriately.

There are high expectations for the children's behaviour and they respond very well and play cooperatively together. They share fairly and patiently wait their turn, for example, when playing board games. They learn strategies, such as using a timer, to deal with any minor disputes over toys. The children are involved in drawing up the codes of behaviour for the pre-school so they understand what is expected of them. There are many notices displayed which show a picture plus the Makaton sign to remind them of these rules. They are helped to think about the possible consequences of their actions during gentle explanations from staff, for example, why they should not run inside. The children receive praise and recognition when they are behaving well and are sometimes rewarded with stickers or a special treat at snack time when the whole group has behaved well over a sustained period. The children's spiritual, moral, social and cultural development is fostered

The partnership with parents and carers is good and this benefits the children and supports their learning effectively. Parents and staff meet termly to discuss children's progress and to agree the next stage in their development. Parents receive good quality information about the

Foundation Stage curriculum and regular newsletters tell them about the forthcoming activities. A whiteboard is completed daily explaining what the children have been doing and this allows parents to talk with their child about their day. Parents are encouraged to become involved with their child's learning and are often invited to come into the pre-school to see what their children is doing, for example, to watch a dance session or the nativity play. They often receive helpful suggestions of fun activities they can do at home with their child to continue their learning.

### **Organisation**

The organisation is inadequate.

The provision does not meet the needs of the range of children for whom it provides. Many of the policies and procedures to support the children's safety, welfare and learning are in place and implemented effectively. The committee are aware of their responsibility to ensure that people who work with the children are suitable to do so. However they do not implement a prompt and rigorous vetting and recruitment procedure to ensure this is so. As a result, they have not confirmed the suitability of all staff, who at times have unsupervised contact with the children. This poses a risk to the children's safety and welfare. Although there is a procedure in place for addressing with any complaints received from parents, this does not comply with the current legislation regarding the handling and recording of any written complaints. Suitable records relating to attendance, accidents, medication and the children's welfare and progress are maintained.

The children are well supported and receive plenty of attention because appropriate adult to child ratios are maintained and the staff are well deployed and work directly with them at all times. The staff hold appropriate child care qualifications and have a sound knowledge and understanding of the National Standards. They are well organised and make effective use of space and resources to support the children's care and learning.

The leadership and management of the nursery education is good and this ensures that the children are making good progress towards the early learning goals. The staff have a clear understanding of their roles and responsibilities and work well together to ensure that the sessions run smoothly for the children. They are committed to their personal development and undertake appropriate training when available. They meet weekly to plan and review the children's learning, evaluating the activities provided to ensure that they are effective and achieve their intended outcomes. They use this information to inform their future planning and this supports the children's progress well. The staff and committee have correctly identified areas of the nursery provision for further development and are implementing plans to do this.

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

Not applicable.

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

Since registration, 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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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, the registered person **must** take the following actions:

- ensure that there are robust procedures in place, which are implemented effectively, to ensure that persons looking after children or having unsupervised access to them are suitable to do so.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### 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):

- continue to implement plans to develop the outside area to extend and enrich the children's learning.

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)