



## **Ilsington Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY287024
<b>Inspection date</b>	08 June 2005
<b>Inspector</b>	Leorna Mills - Allen
<b>Setting Address</b>	Ilsington Village Hall, Ilsington, Newton Abbot, Devon, TQ13 9RG
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<b>Registered person</b>	Pre-School Learning Alliance
<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 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?

Illesington Pre-school originally opened in 1972. The group has exclusive use during session times of Illesington Village Hall. There is a secure tarmac area and a garden with play equipment for children's use.

The group is open from 09:30 hours until 12:00 hours on Tuesdays and Thursdays, and from 09:30 hours until 13:00 hours on Wednesdays and Fridays, in order to provide a lunch club. A toddler group runs on Mondays. There are currently 13

children on roll, 8 of whom are in receipt of nursery education funding. Children with special educational needs or English as an additional language can be supported, though none are currently in attendance.

There are six part time members of staff, three of whom are qualified to NVQ 3 level. The group also employs an administrator. In 2004 the group came under the direct management of the Pre-school Learning Alliance, whose quality assurance scheme the group are considering undertaking in the near future. The group also 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 enjoy a wide range of activities that contribute to their good health. Each day there are well planned activities to help them develop control of their bodies, such as using the large parachute for group games, or being a marching band with musical instruments. During mild weather, the provision is organised so that children can freely access outside areas, and there are regular outings to places of local interest. Consequently, children enjoy regular access to fresh air and the wider physical environment.

Children are developing a clear understanding of what it means to be healthy. Staff take each opportunity that arises to encourage children to be independent in their personal care. As a result, children know why it is important to wash their hands before eating, and why they should use sun cream and sun hats in warm weather. They can identify healthy foods, and are given fruit daily at snack times, as well as regular drinks.

Staff employ good hygiene routines, ensuring that children are cared for in a warm and clean environment. Their health needs are well met as carefully designed registration forms allow parents to record medical and dietary needs in detail, which all staff are then made thoroughly aware of. There is also a very clear policy about sick and infectious children, which is well implemented to prevent the spread of infection.

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

The provision is good.

Children are cared for in a carefully planned environment where hazards are minimised through the use of thorough risk assessment procedures and daily checks. Resources and equipment are also well organised, allowing children to safely access these for themselves. The potential for accidental injury to children is minimal because they are vigilantly supervised. All staff are first aid trained. Children are also increasingly aware of how to protect themselves from harm; they quickly respond to the fire drill, and contribute fully to discussions about what to do in the event of fire.

Children are safe as a result of robust arrival and departure procedures with sensibly deployed staff. Visitors to the group are clearly recorded, and security systems at the setting's entrance alert staff to any arrivals. Children are also safe within the setting because staff understand their child protection responsibilities, and are aware of the group's procedures in the event of concerns being raised.

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

The provision is good.

Children show high levels of confidence and self esteem as they participate in a very good range of activities that encourage their learning and development. They settle quickly upon arrival, and interact well with each other and with adults. They are also becoming increasingly independent, self selecting activities with ease and asking for help when needed.

#### **Nursery Education**

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage curriculum, from which children benefit; all are making at least good progress towards the early learning goals. Staff adopt a flexible approach to the delivery of plans which allows children many opportunities to express their interests, confident of adult support for their learning.

Children have a positive attitude to their learning, concentrating well and persisting with tasks. They are developing strong communication skills, showing enthusiasm for telling their news and listening well to each other and to adults. They enjoy listening to stories and using books, becoming very involved in a picture book about babies and their needs. Their reading skills are further encouraged through the use of everyday routines, such as finding name card at snack time. They have many opportunities for mark making, both indoors and out, and as a result, they are making good progress in writing their names. Children show confidence in their use of mathematical concepts. They count meaningfully, and are increasingly able to recognise printed numerals. They lead a conversation about heavier and lighter while using scales and playdough. They enthusiastically 'hunt' for rectangles within the setting when invited to.

Children have a genuine curiosity about the world around them. They ask questions and offer answers about why water disappears when painted on the tarmac on a sunny day, or why it runs downhill when poured out of a jug. They participate in frequent outings that make good use of the local environment, making a map of their village following a walk, and visiting a farm. Children's imaginations are allowed to flourish in the setting, where creative materials are available at every session, so that children can paint, glue, stick and model readily. They also access well resourced role play areas that encourage co-operative and extended imaginative play.

The whole staff team is involved in termly planning meetings. Children access a varied and rich programme of activities, although the learning intentions for each activity are not always clearly identified on written plans. The play leaders acknowledge that the professional development of their staff team, and therefore the

experiences of children within the setting, would be further enhanced by such identification of learning intentions. Plans are based upon the joint play leaders' knowledge of children's current levels of achievement, and recent improvements in observation and assessment systems mean that all staff within the setting can contribute to children's progress records. However, systems for sharing identified next steps in each child's learning with all staff are not yet functioning fully. Again, the play leaders acknowledge that improvements to this system would further enrich children's learning experiences. Nevertheless, coverage of the curriculum is thorough, and children are well supported in their learning. Staff make good use of time and resources, deploy themselves well, and are very skilled in taking incidental opportunities that extend children's understanding, particularly in mathematical development.

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

The provision is good.

All children are made to feel very welcome within the setting, as their contributions to group discussions are valued, and their individual needs well known by staff. Consequently children respond well when they are encouraged to be considerate of others and behave well. They are also polite and well mannered, saying please and thank you without prompting during snack time, and receive regular and meaningful praise by staff. Children with special educational needs receive substantial support from a skilled SEN practitioner who involves the whole team in the promotion of positive outcomes for such children. She has an excellent understanding of her role. Similarly, children are cared for by adults who are positive about difference and diversity; they are learning to respect each other's individuality, for example, by joining in enthusiastically with a conversation about different hair, eye and skin colour when using a book about babies. Their social, moral, spiritual and cultural development is, therefore, fostered.

There is a good partnership with parents. Relationships between staff and parents are strong, and verbal information is exchanged daily, enhancing the capacity of staff to meet children's individual needs. Taken overall, parents access good levels of information about the work of the group on the parent notice board, further promoting consistency of care for children. However, the complaints procedure is, at present, unclear, limiting the ability of the group to resolve any parental concerns. Parents are given access to the record's of their child's educational progress, but opportunities to involve parents in planning the next step's for their child's learning are not yet fully used by staff. Nevertheless, many parents are regular helpers at the group, which enables them to gain a good insight into how their child learns and how they might offer further support at home.

### **Organisation**

The organisation is good.

The needs of the range of children attending are met. Children receive good support due to the high staff ratios and well organised deployment. Taken overall, the

operational plan accurately reflects the work of the group, and policies are in largely good order. Administrative tasks and regulatory requirements are dealt with promptly, and so children are safe in the care of adults who have all been subject to the necessary checks. Documentation is in good order, enabling staff to be up to date with any care issues for individual children. Sufficient members of the staff team hold appropriate qualifications to meet the minimum requirements of the National Standards, and the staff team are currently exploring ways to ensure all staff are qualified, in order to further enhance children's experience of teaching within the setting.

The leadership and management of the setting is good. There is a positive team ethos in evidence within the setting, with clear leadership provided by the motivated and proactive play leaders. They are introducing the whole team to the necessity of reflecting upon practice and evaluating teaching, while recognising that this aspect of the leadership they provide could be expanded upon. Nevertheless, they can quickly identify areas for improvement, planning sensible revisions to systems and procedures where necessary.

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

Not applicable.

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

There are no complaints to report.

### **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):

- enable parents to be further involved in contributing to both their child's progress and the work of the group, through improved feedback processes and a clearer complaints policy.

### **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 planning and evaluation systems in order to ensure that all children have the fullest opportunity to extend their learning.

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