

# Greenfields Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY242992
<b>Inspection date</b>	03 July 2007
<b>Inspector</b>	Jacqueline Allen
<b>Setting Address</b>	Sure Start House, 130 Taunton Road, Bridgwater, Somerset, TA6 6BB
<b>Telephone number</b>	01278 458817
<b>E-mail</b>	sue@westonandedwards.co.uk
<b>Registered person</b>	Greenfields 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Greenfields Pre-School opened in 1984 and has been registered on the current site in Bridgwater, Somerset since 2003. It operates from one room in the Sure Start House, which are county owned premises. Children have use of the main playroom, bathroom facilities and an enclosed part-paved, part-grassed outdoor play area. The pre-school serves the local community.

Greenfields Pre-School is registered to care for 20 children aged from two to four years. There are currently 57 children on roll of which 25 receive funded education. The group is open Monday to Friday, term-time only, from 09:00-11:45 and 12:15-15:00.

There are five members of staff employed, of whom four hold a level 3 qualification in early years.

They receive support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's minor accidents are appropriately treated, as four members of staff hold valid first aid certificates and the first aid kit has suitable contents, although some dressings are out of date. However, accident records are not always countersigned by parents which affects children's continuity of care. Children's medication needs are appropriately recorded and parental consent is in place for the staff to seek emergency medical treatment, if required. Children wash their hands routinely before eating and after using the toilet. However, toilet paper is not always available for children's use nor can they access paper towels independently, as these are stored on top of the dispenser, or handed out by the staff. Children are suitably protected from cross infection as the staff wear disposable gloves when changing nappies and use anti-bacterial spray on changing mats after use. However, children who sneeze over their fruit at snack time are not encouraged to cover their mouth, access a tissue or wash their hands, which does not promote effective hygiene routines.

Children are encouraged to eat healthily by pro-active staff, who have achieved the Somerset Smiles award for demonstrating a healthy eating policy, including oral and nutritional health in their curriculum and promoting children to drink water or milk. However, although children are offered drinks at snack time, they cannot freely access these themselves, as required. Children discuss vegetables they like to eat, such as carrots and cabbage and are praised by staff. Children notice when they feel hot after exercising and pour themselves some water immediately after this activity, which is planned just before snack time. Children's snack offers healthy alternatives, such as fruit, cereal and crackers.

Children have daily opportunities to partake in physical activity both inside and outdoors. They use a range of equipment, such as slides and a parachute outdoors and enjoy exercising indoors to a range of tapes which encourage them to jump and stretch their muscles.

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

The provision is satisfactory.

Children have sufficient space to play in a clean, bright welcoming environment where their work is displayed. Resources are stored at a low-level in boxes with pictures and labels for easy identification by children. These are of good quality, offer wide variety and are age appropriate. Staff lay out activities and resources on table tops, the floor or as additional resources in the role play area.

Children are generally safe as checks are done on a daily basis. For example, the premises are secure, dangerous substances are not accessible to children and hot water is thermostatically controlled. Children are involved in regular emergency evacuations, which are recorded but lack detail. Visitors are routinely asked to sign in the visitors' book, however, they are not always asked to sign out.

Children's welfare is safeguarded as staff have a satisfactory knowledge of child protection issues and the procedures to follow, which are in line with the Local Safeguarding Children's Board.

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

The provision is satisfactory.

Children are familiar with daily routines. They come in and find their name to register themselves. Staff have made this easier for younger children by having different colours for each key worker group and being on hand to support them. Children generally play well together and receive sufficient interaction from staff, who read stories to them, relating things happening in the picture to their life. Staff select resources and put them out on the floor or on table tops, which limits children's independence and sometimes means that the range of activities is quite limited. For example, children choose from construction, role play, books, painting or a maths activity which they enjoy, but are not encouraged to put away when they are finished and get something else out.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children routinely get aprons on so they can participate in the painting activity. They notice colour changes when they mix colours and use words effectively to describe them. Children are making effective relationships with their peers. They link hands and go off together to read in the book corner. They treat books with respect, hold them properly and put them back when they are finished. Some children are able to look at the pictures and tell the story. Children become involved in their role play and are encouraged to share by attentive staff. Children use phones to communicate with each other between the kitchen and the table. Some children settle on the floor, choosing yellow bricks to create a square boundary and problem solving independently when they are left with one space.

Children are beginning to recognise numbers. They are encouraged to fill tubs with small animals to match the number on the tub. Cards with numbers and corresponding squares are used to support children's understanding and encourage them to count the number of animals. Staff extend children at this time by using words, such as 'match', 'same', 'more' or 'less' to increase children's understanding. Children are encouraged to observe the weather and describe it. Children understand that a rainbow comes out when it is sunny and rainy and have daily opportunities to learn the days of the week and recognise numbers, although sometimes this is more routine than a learning activity.

Staff use lots of open ended questions to encourage children to think, however, children are not always sufficiently challenged. For example, staff write children's names on their paper automatically before they start, rather than encouraging them to do it. Children are not actively encouraged to access resources independently to make best use of the good resources available and staff stick to the daily routines rather than making best use of time and weather conditions. Children who want water pour their own at snack time, but children who have milk use a straw to drink it from the carton. Snacks are mainly prepared by staff and poor organisation of the paper towels means that children's independence is limited in this area also. Children are making at least satisfactory progress in all areas of their learning through the stepping stones. However, staff's progress records do not always reflect children's stage of development accurately.

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

The provision is inadequate.

Children are respected as individuals and well known by the attentive staff. They stop when they get tired from partaking in physical activities and are then encouraged to join in again.

Children learn about diversity through activities, good displays and resources showing positive images, such as dolls, puzzles, books and dressing-up clothes and when celebrating Chinese New Year, Divali and making an Easter tree as celebrated in Germany. Children's spiritual, moral, social and cultural development is fostered.

Children with additional needs are appropriately supported through the staff's links with their parents and other professionals. Staff attend regular training and sometimes use Somerset Total Communication sign language when singing songs with the children.

Children generally behave well as they are consistently encouraged to share and take turns by the staff. Children are given less attention when they do not wish to comply but then praised and encouraged when they do. Children's behaviour incidents are not routinely recorded and shared with parents.

The group's policies and procedures are very out of date, although some have now been updated. However, although an updated complaints procedure is in place, there is no complaints log available to parents, which compromises children's care and is a breach of regulation.

The partnership with parents and carers for nursery education is satisfactory. Parents complete information on what their children are able to do when they start. They are provided with information on the Foundation Stage and the early learning goals and are involved in their children's learning as they attend the group on a rota basis to help out. They are aware that they can view their children's progress file at this time and speak to their children's key worker.

## **Organisation**

The organisation is inadequate.

The setting does not meet the needs of the range of children for whom it provides care. The group have not informed Ofsted of a change to the committee or Chairperson, which is a breach of regulation, nor have they created a complaints log, which is also a breach of regulation. Most of the staff hold level 3 qualifications in early years and attend regular training. However, evidence of all the staff's and the committee's suitability was not available. There are no formal induction procedures, although staff appraisals have now been completed.

Children and staff's daily attendance is effectively recorded with appropriate ratios being maintained. However, staff do not always make effective use of time and resources as their routines are not flexible. For example, staff had planned for children to do parachute games outside but as it was raining at that time, they exercised inside instead. However, there were lots of sunny times when this could have taken place if only the daily routine were more flexible to allow for spontaneity.

Leadership and management of the nursery education is satisfactory. The staff are committed in making changes to improve the outcomes for children and have the support of the committee. The supervisor is aware of her responsibility to monitor the delivery of the nursery education to ensure children are sufficiently challenged and progressing in all areas.

## **Improvements since the last inspection**

At the last care inspection five recommendations were raised relating to National Standard 2 - Organisation, National Standard 7 - Health and National Standard 14 - Documentation. One of these has now been raised as an action as Ofsted have not been informed about changes to the committee, which compromises children's safety. Some have been satisfactorily completed.

There is now a procedure for lost children, staff's attendance is accurately recorded and parental consent has been obtained for staff to seek emergency medical treatment. However, visitors are signed in but not always signed out and accidents are only mostly countersigned by parents. These improvements have somewhat benefited children's health and the organisation of their care.

At the last nursery education inspection two key issues were raised relating to improving the opportunities for children to initiate their own ideas and use more independence in play, and to make more use of technological resources and explore other cultures within their play environment; improving the organisation of some parts of the session and the system for monitoring the provision to ensure sufficient variety and challenge is provided for all children and their learning opportunities are maximised in all areas of learning. There has been little progress in these areas. Although staff have organised the resources to ensure they are fully accessible to children, they are not actively encouraged to make choices or initiate their own ideas in their play. Children use a range of technological resources, however, the computer is not well utilised to further children's knowledge and understanding in this area. Children are given more opportunities to explore other cultures in their play environment through a range of resources and planned activities. The organisation of the session and the system for monitoring the provision to ensure sufficient challenge is provided for all children in all areas of their learning is continuing.

### **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 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 satisfactory.

### **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 a complaints log is maintained and available for inspection
- ensure Ofsted is notified of any significant events or changes, with particular regard to changes to the committee and that evidence is available on the premises of the staff and committee's suitability

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 develop children's individual assessment records to identify and plan for the next steps in their learning and share these with parents
- develop the system of monitoring and evaluating planned activities and the nursery education as a whole, to ensure children are sufficiently challenged in all areas of their 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)