

Crawshay Pre-School

Inspection report for early years provision

Unique Reference Number	EY272144
Inspection date	06 July 2007
Inspector	Joanne Graham
Setting Address	Caversham Methodist Church, Gosbrook Road, Caversham, Reading, Berkshire, RG4 8EB
Telephone number	07787 775 441
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Registered person	Crawshay Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Crawshay Pre-School has been operational since the 1970's and it now operates from the Methodist church hall which is in Caversham, just North of Reading town centre. A maximum of 28 children may attend at any one time. The pre-school is open Monday 09.15 to 11.45 or until 13.00, for the nursery education funded children, and 13.15 to 14.45 for the under 3's, Tuesday 12.30 to 14.45, Wednesday and Thursday 09.15 to 11.45 and 12.15 to 14.45 and Friday 09.15 to 13.00. There is a fully enclosed outside play area for the children to use.

There are currently 55 children on roll, of whom 24 are in receipt of nursery education funding. The setting has provision to support children with special needs and English as an additional language. The setting employs seven staff, of whom five hold a suitable childcare qualification. The supervisor holds a level 3 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children follow good routines, such as washing their hands before eating and after visiting the toilet. However, the lack of suitable resources in the main hall means that the risk of cross infection is not minimised sufficiently. Children play in a clean, bright environment where staff follow good hygiene procedures, such as wiping the tables before the children use them for snacks, keep the toys and equipment clean and provide suitable resources, such as tissues. Children have plenty of opportunities for fresh air and exercise, which increases their physical development well. They join in ring games, Hawaiian dancing and use the climbing frame safely inside; they ride on trikes, balance on stilts, use the slide and practise their running for the sports day outside.

Children are cared for if they have an accident as the first aid box is easily accessible and the staff have knowledge of first aid. However, most staff's training is out of date. Accidents, incidents and medication administered are recorded accurately, contain sufficient detail and are signed by parents. This helps to support the children's welfare.

Children have their health and dietary needs met because staff work well with parents. They record all details on individual enrolment forms and ensure all relevant people are aware when preparing and serving snacks and drinks. Children are suitably nourished and access healthy snacks, such as bread sticks and apples. They all sit together for a social snack time, although the organisation can lead to some children's behaviour to deteriorate. The older children enjoy sharing their news with their peers and staff when they stay for packed lunches.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a spacious and welcoming environment. This allows them to move around freely and play safely. Children have easy and safe access to a good range of toys and resources appropriate for their age and stage of development. The premises are secure and there are good procedures in place to prevent unwanted visitors gaining access. There are very effective procedures for the safe arrival and departure of children and good deployment of staff ensures the children are well-supervised and safe at all times. Children benefit from a good range of safety measures, for example socket covers, an effective emergency evacuation procedure and a secure outdoor play area. However, children do not carry their chairs to and from registration safely.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. Staff receive clear information regarding the signs and symptoms of abuse and all have updated training. This promotes children's welfare. Documentation is in place to support staff, although some contains out of date information.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle, are comfortable and become happy in the pre-school because staff set up the environment attractively and welcoming and provide a calm, tranquil and relaxing atmosphere which encourages their learning. Staff actively support child led activities by providing suitable

resources and allowing the children the freedom to expand their ideas. For example, children decide to have a classroom in the garden and staff help the children move the chairs and provide paper and pens for the children to mark make. Children have their individual needs met very well. Staff demonstrate they have a good knowledge of their likes, preferred activities and interests. They provide a varied, stimulating and fun environment to support these. Children respond to adults who are interested in what they do and say and positively 'grow' when staff listen and value their ideas and views.

Staff provide sensitive support and ask effective questions, which help to move the children's learning forward. Children make positive relationships and relate very well with the staff and other children. They enjoy social occasions such as snacks, singing time, using the parachute and dancing to the Hawaiian music. They play alongside one another comfortably and are involved in play together, working in co-operation, for example, the bus ride and sharing the dough. They often invite and welcome staff into their play as their initiated play is supported and extended well.

Nursery education

Teaching and learning is good. Children are actively involved in their learning. They work well independently and some are beginning to show high levels of concentration. They self select with confidence and enjoy new challenges. Children develop good relationships with adults and other children in the pre-school. They learn to co-operate and work well together. Children enjoy books and handle them carefully. They can relate well-known stories by looking at the pictures and recalling the repetitive text, such as in the story of 'The Gingerbread Man'. Children's language is developing well and opportunities are given for them to practise mark making in a number of situations including imaginative and role-play settings, for example, writing a map of the bus route.

Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs. Children's understanding of space, shape and measure is developing well and they use appropriate mathematical language during free play activities. Children enjoy using their senses to explore objects in practical activities, for example, bubbles in the water play and the scented dough. Children enjoy music and respond enthusiastically during music sessions. They make and play their own musical instruments and match movement to sound as they dance to Hawaiian songs. They particularly enjoy singing around the piano where they join in enthusiastically with familiar songs and rhymes. Children use their imagination and express their ideas in a variety of ways. They act out well-known scenarios and stories during role-play, for example, they play schools and then go on a bus journey.

Staff talk to children about what they are doing and respond well to children's interests. They know the children well and use strategies to support and extend individuals by providing developmentally appropriate activities with appropriate and sufficient challenge. They use good questioning techniques to stimulate thought and challenge children. Staff use lots of praise and encouragement to build children's confidence and self-esteem. They have a very good knowledge of the Foundation Stage and effective use of observations and written evaluations of the focus activities, informs individual future planning needs. This ensures children progress at their own level and within their own capabilities. Staff provide developmentally appropriate activities and resources which help the children to achieve and gain new skills. However, staff do not incorporate the curriculum into the outside area as effectively as indoors.

Helping children make a positive contribution

The provision is good.

Children feel good about themselves and learn to show respect for others. All children are welcomed and play a full part in the pre-school. They feel settled, happy and comfortable. Their individual needs and differences are valued and respected and staff treat all children with equal concern and compassion, contributing to the children feeling secure. Their self-esteem grows as staff praise and encourage their efforts and achievements. Staff encourage all children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential. Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. This helps to foster children's spiritual, moral, social and cultural development. Good systems in place support children who have special needs and for whom English is an additional language to ensure they are fully included and take an active role in the setting.

Children behave well and know the routine and boundaries when they are at the pre-school. Appropriate strategies, according to the age and stage of development, help children understand right from wrong, although during routine changes their behaviour can deteriorate. Staff are consistent in managing boundaries and children respond positively to their sensitive and effective support.

Partnership with parents and carers is good and this contributes to the children's wellbeing at the pre-school. Staff ensure relationships with parents are friendly and supportive and work in co-operation and with full support from the parental committee. Parents feel welcome and staff encourage them to become involved with their child's learning and development. Staff ensure parents know how their children are progressing through regular verbal exchanges, newsletters and written reports.

Organisation

The organisation is good.

Children receive good support from staff who enjoy their company and know them well, helping them feel secure. Staff deployment supports children to make choices and enables them to move freely to their chosen activities. They ensure children are supervised at all times, that ratios are maintained throughout the sessions and children are never left unsupervised with persons not vetted. This supports their wellbeing. Staff work well as a team and clear communication and guidance maintains a calm and comfortable environment. Children benefit from qualified and experienced staff who are very caring. Staff are committed to attending further childcare training and development courses. This helps them to reflect, monitor and improve the quality of the care and education they offer to all children. Leadership and management are good. Staff sufficiently maintain children's achievement records, to ensure their development is accurately monitored. They use these records successfully to inform future planning. All staff are involved with planning meetings. The premises are adequately organised, although during routine changes children's learning is not always sufficiently supported, contributing to them not managing their own behaviour.

All legally required documentation that contributes to children's health, safety and wellbeing are in place and stored securely. However, some policies lack necessary detail and children's attendance is not always accurately recorded. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting had recommendations to improve their provision. They ensure the emergency procedures are accurate to the setting and all staff and children are aware of these by the group staging evacuations on a regular basis. The setting provides paper towels in the bathroom for the children to use, although procedures in the main room do not always promote good hygiene practices. Staff ensure they provide a good range of resources and equipment which is developmentally appropriate for all the children. This promotes equality of opportunity and anti-discriminatory practice.

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.

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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):

- improve systems for children to wash their hands before eating to minimise the risk of cross infection and make sure staff's first aid knowledge is updated
- increase children's understanding of how to carry chairs safely and implement this effectively
- make sure policies and procedures contain up to date information and children's attendance times are accurately recorded to reflect the varying sessional 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):

- increase opportunities for children to explore the curriculum in the outside area
- ensure the organisation of the routine supports children's learning and helps them to manage their own behaviour.

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