

Ketton Pre-School

Inspection report for early years provision

Unique Reference Number	254364
Inspection date	04 October 2007
Inspector	Jean Suff
Setting Address	Room 3, Ketton C of E Primary School, High Street, Ketton, Stamford, Lincolnshire, PE9 3TE
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Registered person	Penelope Ann Butcher
Type of inspection	Integrated
Type of care	Full day 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?

Ketton Playschool registered in 1992. It operates from a purpose built building within the grounds of Ketton Primary School in Rutland. The playschool serves the village and surrounding area and uses local amenities such as the library and park. There are currently 36 children on roll. At present this includes 27 funded three-year-olds and no funded four-year-olds. Children attend for a variety of sessions. The playschool has experience of supporting children with disabilities and/or learning difficulties. No children attend who speak English as an additional language.

The group opens five days a week during school term-times. Sessions are from 09:00 until 11:45 every morning and from 13:00 until 15:45 every afternoon. The setting is also open for lunchtime sessions. The owner and seven part-time staff work with the children. Two staff hold recognised Level 3 qualifications and five hold a Level 2 qualification. The group receives support from the Rutland Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted by staff who follow effective procedures to maintain a healthy environment. For example, the premises are routinely cleaned and tables are sprayed with cleaning fluid before children sit down to eat. Staff encourage children to develop good personal hygiene routines, for example, washing their hands before eating and after using the toilet. Effective procedures are in place for children who become tired or ill during the session. Their needs are dealt with sensitively and they are kept separate from other children until their parent arrives to reduce the risk of possible cross-infection. Staff are trained in administering first aid and permissions are in place to obtain emergency medical treatment. Procedures are in place to record any accidents and parents sign to acknowledge they have been notified of any injury or incident.

Set snack and lunch times provide a rich social occasion for children as staff sit with them, discuss news and create a meaningful learning experience. Children eat healthy snacks, such as apples and pears and drink milkshake, juice or water. Although they are encouraged to drink extra water after exercise so that they remain hydrated and comfortable, children do not have ready access to fresh drinking water. Staff actively promote healthy eating, for example, for children's packed lunches the setting has an 'one treat only' policy. Children eat their sandwich and fruit first, only eating their cake if they are still hungry. Therefore, they begin to make healthy choices. Children gain awareness of what is beneficial to eat as staff talk to them about healthy eating and provide opportunities to explore different tastes and textures through planned activities.

Children have their physical needs met very well. They enjoy a range of planned and spontaneous physical activities that help them to develop their confidence and skills when using large and small apparatus, tools and equipment. They run and play games on the extensive grassed area, take part in weekly music and movement sessions in the school hall and go on nature walks within the village. Children have good opportunities to develop physical skills and free access to fresh air in the outdoor play space whatever the weather. For example, they climb, slide, balance, pedal and steer wheeled vehicles and write on large chalkboards.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a purpose built and secure environment which is warm and effectively laid out to enable them to move around safely. Children use a wide range of toys and resources that are of a good quality and well-maintained. They are able to access most resources, pegs for their belongings and use suitable child-sized furniture. This enables them to exercise some independence in their daily routines.

Children's safety is actively promoted by staff who supervise children well at all times. Staff manage children's arrival and departure well, are vigilant when children are moving from one part of the setting to another and effective security systems are in place to prevent children from leaving the premises unsupervised. The outdoor play space has had all-weather safety surface laid and safety mats are used for games in the hall. Most hazards are minimised, however, on occasions staff have hot drinks within close proximity to children which compromises

children's safety. Children are learning about keeping themselves safe as they practise emergency evacuation procedures and are reminded by staff to sit carefully on their chair.

Children's welfare is safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff are well aware of signs and symptoms of abuse and are familiar with the local child protection guidelines for protecting children. The playschool has a written child protection policy which is made readily available to parents at the time they place their child at the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled, happy and enjoy attending the playschool. They develop strong bonds with staff who are warm and consistent in their approach and sensitive to those who require individual attention when they arrive at the setting. Children are familiar with the routines and are keen to participate in the play opportunities provided. They are motivated to learn through a good range of appealing resources that support their care, learning and play. Staff have a good understanding of the 'Birth to three matters' framework and are clearly aware of younger children's needs. This is reflected in the choice of resources, displays and pictures of children around the setting which give children a strong sense of self. Children's development is promoted well as staff skilfully support their play, interacting fully and extending their learning.

Nursery Education

The quality of teaching and learning is good. Staff have a comprehensive knowledge and understanding of the Foundation Stage curriculum and how young children learn. For example, by providing practical and immediate experiences and making links between areas of learning. Clear, detailed and useful planning across all six areas of learning ensures children make very good progress towards the early learning goals. Staff make detailed and frequent observations of children's achievements and development. These contribute to systematic and informative assessment records which are used to plan for the next steps in children's learning. Staff have high expectations of achievement, know the children well and ensure that activities provide appropriate challenge for children. All staff at the setting encourage children to think and demonstrate what they know, for example, by skilful questioning and listening. Staff work directly with children and use a range of strategies to actively encourage children's purposeful play and sustained focus on activities. They provide an inviting environment that is mostly organised to help children become independent learners and there is a good balance between adult-directed and child-initiated activities. Staff manage children's behaviour very well, using positive language and age-appropriate explanations of wanted or unwanted behaviour. Staff are very attentive to the needs of children, listen to them, join in with their play and show them respect so helping them to develop well.

Children very much enjoy their time at the playschool and have a positive attitude to learning. They are settled and purposefully engaged throughout the day. Name cards, pegs and photographs give children a good sense of belonging and encourage them to feel part of the group. Children's behaviour and self-control is excellent as they move between parts of the building, enthusiastically work together as part of a large group and find a space in the hall. They follow instructions, take turns and accept being 'out' at a game extremely well. Children are settled in their known routine and confidently offer ideas at circle time. Children's contributions and achievements are valued by staff who display children's efforts giving them a sense of pride.

Children thoroughly enjoy listening to and joining in with stories, and frequently look at books with staff or a friend. They have access to a quiet and well-resourced reading area and books are used throughout the playschool to support topics and provide factual information. Children learn to recognise their names as they self-register on arrival. They have many opportunities to mark-make as they use pencils, crayons, paint and chalks to write and draw both indoors and outside. Children use a good range of attractive resources to develop their counting and sorting skills. Children are making good progress in their mathematical development because staff use every opportunity to count, calculate and draw children's attention to numerals during planned and spontaneous activities. For example, they take large number cards out with them to aid numeral recognition during a game of 'What's the time Mr Wolf?' on the grassed area. Children learn about shape and space as they construct with a good range of materials such as bricks and magnetic blocks.

Children are beginning to make sense of the world around them as they investigate and explore through a range of direct experiences. They experience different textures as they handle lentils, rice, sand, water and pizza dough. They observe living things such as fish and stick insects, and grow vegetables in the school garden. There are many opportunities for children to engage in creative play. A well-chosen range of instruments enables children to explore different sounds, tap out a rhythm and improvise tunes whilst singing well-known songs and rhymes. Children dress up and recreate roles in the home corner and 'tent' area, where staff enhance and sustain play so allowing children to remain in role for extended periods of time. Children's dexterity is promoted well through a range of activities that require hand to eye coordination. They roll and manipulate play dough, thread, cut and stick, and develop different grips as they make rubbings, draw or stencil.

Helping children make a positive contribution

The provision is good.

Staff are warm, calm and attentive in their dealings with children, so helping them to feel confident, included and at ease. Children are relaxed in their daily dealings with staff and peers. Children begin to learn about different cultures and religions through planned activities such as cooking and eating foods for various celebrations. They develop an awareness of diversity through play resources that reflect the wider world. They learn about their local community through visits to the library and other village amenities. The setting has good procedures in place for monitoring children with identified learning difficulties and/or disabilities.

Children behave extremely well because staff provide a range of stimulating activities that keep children interested and busy. Well-established routines enable children to develop a sense of purpose. Clear explanations help children to realise their responsibilities to themselves and others and begin to understand the consequences of their actions. Staff set consistent boundaries and provide a noticeably good role model of positive behaviour, showing respect and concern for children and each other. Staff have high standards for the playschool, teach good manners and facilitate children working harmoniously together. They use praise and encouragement very effectively so helping to raise children's self-esteem. Children are encouraged to develop independence and take responsibility through routine tasks such as putting on their own wellingtons and passing bowls and beakers to each other. Children's spiritual, moral, social and cultural development is fostered.

Parents are made welcome at the playschool and children's welfare and development is supported very well through the sharing of information between parents and staff. Parents have access to information through a dedicated notice board, letters and a regular newsletter. The setting

operates an open door policy, a key worker system is in place and staff are available daily to discuss issues. Staff work well with parents to meet individual children's needs so that all children receive appropriate support. Parents are welcome to visit the playschool, share skills and spend time with the children. Parents speak positively about the setting and are happy with their children's care.

The partnership with parents and carers of children receiving funded nursery education is good. Staff provide parents with very good information regarding the Foundation Stage curriculum, activities and children's progress. Staff and parents regularly discuss children's progress towards the early learning goals and the setting provides a formal written report at the year end. Parental observations are added to assessment records and used to influence planning. Staff inform parents of their children's learning tasks that day through colourful stickers on their children's clothing. Parents are given good individualised information to enable them to continue play and learning activities at home which has a beneficial effect on children's development.

Organisation

The organisation is good.

Overall children's needs are met. Children are cared for well by suitable adults who are highly motivated and have had all necessary checks to ensure children's safety. Comprehensive and effective policies and procedures are in place to support staff and ensure their well-being. The environment is attractive and well-organised and good ratios are consistently maintained ensuring children are settled and secure. The manager has a good understanding of the National Standards and her responsibility to comply with these and the conditions of her registration. Clear documentation which is regularly reviewed and stored securely supports the smooth running of the playschool. Experienced staff are well-qualified and work closely together to form a committed and strong team.

Leadership and management of funded nursery education is good. The manager has a clear vision of how to provide a quality service to children and parents and is a very good role model for staff. She has an excellent understanding of learning through play and a strong focus on the personal development of young children. Questionnaires have been developed for staff and parents to monitor the provision. Regular appraisals identify staff strengths and areas for development. However, evaluations do not necessarily translate into training requirements being met to improve outcomes for children. The manager ensures that all staff are fully involved in the playschool and welcomes their input at regular staff meetings. They work extremely well together to create a secure and welcoming environment that promotes children's confidence and learning.

Improvements since the last inspection

At the last care inspection the setting was required to ensure parents sign all records of medication administered to their child. This requirement has been met therefore children's safety is maintained.

At the last nursery education inspection the setting was required to improve the opportunities provided for parents to share what they know about their child at regular intervals throughout their time at the playschool. Parents now share information well with staff therefore this requirement has been met. The setting was also asked to improve the staff appraisal system to ensure the training and professional development of staff continues to have a positive impact on children's wellbeing and learning. A regular and comprehensive staff appraisal system is

now in use although this does not necessarily link staff training needs with the overall operational plan. Therefore a further recommendation within organisation has been raised.

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 by 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 fresh drinking water is readily available for children to independently access
- ensure hazards to children are minimised with regard to hot drinks.

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):

- improve the effectiveness of monitoring and evaluating the provision for nursery education.

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