

# Lavenham Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	251551
<b>Inspection date</b>	18 September 2007
<b>Inspector</b>	Deirdra Keating
<b>Setting Address</b>	c/o Lavenham Primary School, Barn Street, Lavenham, Sudbury, Suffolk, CO10 9RB
<b>Telephone number</b>	01787 247350
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Lavenham 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 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?

Lavenham Pre-school is managed by a voluntary management committee made up of parents of children at the pre-school. It operates from one room, the dinner hall which is separate to the main school buildings of Lavenham Community Primary School in the village of Lavenham.

The pre-school is open from 09:10 to 11:40 five mornings a week. The children have access to a secure outdoor play area.

There are currently 22 children aged from two to five years on roll. Of these, 18 receive funding for early education. The setting supports a number of children with learning difficulties and/or disabilities.

The pre-school currently employs five members of staff. Of these, three hold early year's qualifications and two are working towards. The setting receives support from a teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted well because staff follow sound and consistent procedures. Children learn the importance of good health and hygiene practices through the daily routine. Children confidently take responsibility for their own personal hygiene as they understand the need to wash their hands before snack time and after using the toilet. Children are protected well from cross-infection as the pre-school has a clear exclusion policy and guidance on communicable diseases. Children receive appropriate care if they are ill or have an accident because the setting has correct and appropriate procedures in place. Written consents are provided by parents and accidents and medication requirements are clearly recorded. However, these are not always signed off by parents on collection which could compromise children's health. A well stocked first aid kit is readily available and two members of staff have current first aid training.

Children's health and dietary requirements are met well because practitioners work well with parents. Individual dietary requirements are carefully recorded in written agreements. Food is prepared carefully by staff who adhere to guidelines from food hygiene training. A rolling snack time flows throughout the morning session and features freshly chopped fruit, bread and crackers. The children enjoy a social snack where staff sit with children and encourage their good table manners and conversation. Drinking water is freely available for children to independently access. This ensures they remain hydrated throughout the session.

Children have daily access to the outdoor area throughout most of the session. The setting has an enclosed and appealing outdoor play area. The children enjoy a broad range of activities including action songs, a small trampoline and hockey sticks. They enjoy use of the school apparatus, and school hall where a range of equipment encourages them to move in different ways and maintain a healthy lifestyle.

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

The provision is good.

Staff create a very welcoming and stimulating environment. The building is attractively decorated with posters and examples of children's own artwork which they proudly point to. The layout of the hall provides children with space to move around freely and safely. Children access the toilet both independently and with support from suitable staff. Children are able to access resources of their choice as they are stored in low-level units. Staff are organised and efficient as they pack away daily for other users. This provides a regular opportunity to check equipment to ensure that it is clean and well maintained. A good range of resources provides a stimulating range of activities that promotes children's learning in all areas.

Children are cared for in a safe and secure environment where staff take positive steps to minimise risks. Fire safety precautions are in place and staff regularly practise fire drills with the children to ensure they know what to do in the event of a fire. Risk assessments are conducted daily to protect children from potential hazards and a visitor's book is stringently maintained. Children are protected well from potential harm because staff are vigilant and have a good understanding of their roles and responsibilities in safeguarding children. Staff have a good knowledge of safeguarding issues and have attended safeguarding training. A clear policy

is proactively shared with parents prior to admission and a written statement is displayed on the notice board.

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

The provision is good.

Children develop confidence and a strong sense of self through positive interaction with adults. They become increasingly independent as they choose between a variety of toys, books and activities. Those who are new to the pre-school are helped to settle by staff who are sensitive toward their individual needs. Staff encourage children to become increasingly independent at snack time where children select their name and pour out their own drinks. A key worker system enables staff to know children well and maintain good working relationships with families. Staff are sensitive and flexible. Children who are unsure about group activities are supported very well and happily spend their time playing with resources that have particular appeal to them.

Nursery Education.

The quality of teaching and learning is good. Curriculum plans detail a broad range of activities that cover all areas of learning. They are clearly linked to stepping stones and outline specific learning intentions. Activities link across all areas to consolidate children's learning. Plans are evaluated and adapted according to children's interests. These are monitored by key worker staff who use their knowledge of children's learning to make observations and highlight clear next steps for each child. Records are maintained on all children, however, they do not include next steps and are not always shared with parents and carers. Methods are inclusive and adapted for children to ensure that they have equality of opportunity. Staff maximise on all opportunities to extend children's learning. Fun and innovative ideas are used to encourage children to express their opinions and observe reoccurring patterns. Staff manage children sensitively giving good explanations and using praise. The session is well-paced allowing children time to complete activities of their choice. Staff are directly involved in children's learning working in small groups where children focus intently on activities of their choice. Children come together as a large group for a story at the end of the session.

Children play happily in the setting and have a good attitude towards learning. They are settled and purposefully engaged throughout the session. Children work well in small groups where they express their opinions and preferences. They make connections with other parts of their lives as they choose a wrapping paper with a family member in mind. Most children recognise their own names in print when self-registering and finding their named placemat for snack. The room has many labels and print which encourages children to recognise a range of words and text. They match food items with the written menu as they play in the café. A name bank is readily available to encourage children to write their names. Children are making good progress in their early writing as the staff provide exciting opportunities to mark make in every area of the setting.

Children are making good progress in their mathematical development. They enjoy a good range of mathematical equipment which enables them to learn about shape, space and weight. They count out money in the farm shop and count candles onto play dough cakes. Children learn about repeating patterns by comparing wrapping paper and using coloured pegs. A water tray with red water and measuring jugs gives children good opportunities to learn about liquid capacity. Children are beginning to make sense of the world around them by investigating and exploring many different materials and textures. Sand, water with bubbles and paint all enable

children to explore different textures using a range of tools and equipment that are carefully planned and rotated. A well resourced outdoor area that reflects all areas of the curriculum enables children to play where their curiosity and learning is enhanced. Children competently display their skills when using the computer and operate everyday technology in their play. For example, they enjoy using the headphones to listen to stories on the CD player.

Children have good opportunities to develop their imaginary play and creativity. They freely access the easels where they paint using their own style and method. Children engage in imaginary play in the good range of role play areas where they have time to become engrossed in their game. A wide range of instruments that are presented in an appealing corner encourages children to explore the different sounds. Children develop a good range of physical skills through planned and spontaneous activities. They move in a range of ways as they enthusiastically join in with group action songs. Children thoroughly enjoy painting the steps and fence; they develop good hand eye coordination as they work as a group to cover all areas.

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

The provision is good.

Children are treated with equal concern, this helps them feel valued. Children's pictures are displayed on the walls giving a personal sense of belonging to each child. Staff work closely with parents to ensure individual needs are met and sensitively adapt activities to enable all children to participate. This ensures that all children have equality of opportunity. Cultural and traditional days are celebrated which encourages children to respect the views and beliefs of others. They learn through hands-on experiences such as making Hanukah boxes and dragons for Chinese New Year. Children play harmoniously together in different sized groups. A quiet enclosed book corner provides an area for more tranquil times. Children's spiritual, moral, social and cultural development is fostered.

The setting has a positive approach to caring for children with learning difficulties and/or disabilities. Staff follow good clear policies in line with the code of practice. Staff have attended a very good range of training and are dynamic and proactive in supporting individual children. They have a good understanding of how to best support children working closely with parents and utilising support and guidance as required. Behaviour is consistently good throughout the setting and any minor disputes are dealt with sensitively by staff. Staff effectively use strategies such as explanation, distraction and positive reinforcement. They are calm and consistent providing good role models for children to follow.

The partnership with parents and carers is good. Children benefit from a positive partnership with parents through practitioners continuing to share important information about children's needs and how they are progressing towards the early learning goals. Parents are warmly welcomed and receive good information about the setting. Activity sessions are promoted by staff where by parents are invited in for a specific activity. This encourages parents to feel comfortable and gives them a valuable insight into how children learn through a range of activities and resources. Children's records detail all requirements. An 'all about me' profile enables staff to find out a good range of information on which to gauge children starting points. Records are kept on children's progress, however, these do not contain up to date information on children's next steps of learning. An informative notice board provides parents with information about the setting and a clear complaints procedure is readily available.

## **Organisation**

The organisation is good.

Children are cared for by dedicated and motivated adults. They are safeguarded as recruitment and vetting procedures ensure children are well-protected. Children are cared for by staff who have a good knowledge and understanding of child development. The well-organised environment and effective staff deployment enhances children's enjoyment, achievement and ability to take an active part in the setting. Sessions are well-organised with clear routines which help children settle and become confident. Staff work together as an effective team to support children's care, learning and play.

The play leader has a very good understanding of the National Standards and her responsibility to comply with the details of the registration. Arrival and collection times are managed safely and effectively. Children benefit from good levels of supervision and individual attention from staff. The policies and procedures within the operational plan are clear, updated and work well to promote children's health, safety, enjoyment and achievement and ability to make a positive contribution.

The leadership and management is good. The group is led by an efficient and motivated play leader. Staff meetings ensure that staff can review the effectiveness of the curriculum planning. Staff are proactive in seeking support from an early years advisory teacher to ensure that the curriculum offered is effective in promoting children's learning. Staff are aware of their roles and responsibilities. A developing appraisal procedure ensures that training needs are identified and organised. Staff have extremely good links with the reception teacher with whom they meet regularly. Good use is made of the school facilities which enable children to have smooth transition into school. All required documents and consents are in place to ensure that children are looked after according to their parents' wishes. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider was asked to ensure the address and telephone number of the regulator is included in the complaints procedure. This has now been done and the complaints procedure has correct and up to date information.

## **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 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 that the accident and medication books are signed off by parents on collection

### **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 the sharing of written records with parents incorporating children's next steps of 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)