

# Crossbow Preschool

Inspection report for early years provision

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<b>Unique Reference Number</b>	135979
<b>Inspection date</b>	08 November 2007
<b>Inspector</b>	Susan Esther Harvey
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<b>Registered person</b>	Crossbow Pre School (2)
<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 satisfactory. The registered person meets 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?

Crossbow Pre-school opened in 1971. It operates from the village hall in Frampton Cotterell, South Gloucestershire. The pre-school opens from 09.15 to 12.00 each weekday, during school term-time. Afternoon sessions are occasionally offered. Children have access to a small enclosed garden.

There are currently 34 children aged from two to under five years on roll. Of these, 30 receive funding for nursery education. The pre-school supports children with learning difficulties, and can support children who speak English as an additional language.

The pre-school employs five members of staff. Of these, four staff hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn adequate hand washing and personal hygiene routines. Children benefit from clean tables which are prepared ready before they sit down to eat their snack. Arranging tables ready for snack by staff, often interferes with children's circle time activities. Snacks are healthy and nutritious. Different children are chosen each day to serve the others with fruit and crackers, as well as a variety of other healthy snack choices. Children have access to fresh drinking water at all times, and independently collect their cartons of milk set out on a table. They then choose to sit at a table of their choice with friends. Staff hold appropriate first aid certificates and a list of infectious diseases is available for easy reference. However, children use a single bowl in which to wash their hands after using the toilet, and hand washing before snack time is not always carried through in practice. As a result, positive steps are not taken by staff to prevent the spread of infection.

Children have daily opportunities to extend their large muscles while bouncing on a trampoline and riding on the popular large wooden rocking horse. Children enjoy the chance to play outside in the small enclosed garden and taking walks around the grounds of the hall to collect leaves and feathers. As a result, children are being introduced to the importance of daily fresh air and exercise.

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

The provision is satisfactory.

Children are cared for in a secure environment where all the risks have been identified and minimised. This includes appropriate security measures, such as a locked main door and well used visitors book. Children are learning to keep themselves safe as they help to sweep up sand spilt on the floor, and take part in a regular emergency evacuation drill. A full risk assessment is completed before the children arrive in the setting. As a result, every precaution is taken to keep children safe. There is a record of children's late arrival and early departure written in a message book and used as part of the emergency evacuation. As a result, staff are aware of which children are present in the setting.

Staff give children a warm welcome as they enter the setting. Children are able to choose from the range of toys and resources. These are set out by staff ready for children to use on arrival in the setting. There is a varied selection of posters and children's photographs around the walls of the hall. Staff take time each session to pin them to the wall ready for children's enjoyment. Children's art work is also displayed on the walls which means that their creative achievements are given prominence and celebrated.

Children's welfare is protected through staff members' understanding of their personal responsibility to safeguard children. Staff have attended a child protection course and are aware of the reporting and recording procedures should they have any concerns about a child in their care.

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

The provision is satisfactory.

Children have a stable relationship with staff members in the setting. Children are skilful communicators and are independent in their choice of play opportunities. Children are self-assured and confident, they quickly become involved in the activities on offer. Children arrive happily into the setting and are pleased to meet up with friends. They come into the group and separate from their parent or carer with ease. Children are familiar with the routine of the morning, and have the chance to be active, as well as to relax in the book corner. Staff are aware of their responsibility to help children learn right from wrong. For example, children are nice towards each other and show many acts of kindness, such as saving a chair for a friend at snack time and sharing books. Children take responsibility as monitors for various tasks each day and know each other by name.

### **Nursery Education.**

Teaching and learning is satisfactory. Children's learning is progressing adequately, and staff have a satisfactory understanding of the Foundation Stage curriculum. They use various questions in order to increase children's thought processes. For example, staff help children to think about safety while telling a story about fireworks. Planning of activities includes all staff members, which mostly focus on children's learning through play. However, there is no firm connection to planning regarding children's individual assessments to inform their next stage of their learning, and staff are not sufficiently deployed during the sessions. The range of activities set out by staff are not stimulating or challenging for all children. For example, providing too simple a jigsaw puzzle for children, when they can complete it upside down without hesitation. As a result, children's learning potential is not fully maximised. Children with learning difficulties are integrated well into the setting, and receive support from external agencies where necessary.

Children show enthusiasm for activities such as drawing and playing in the sand. They settle well on arrival and sit safely on chairs to acknowledge their name at register time. Children are confident when using such resources as scissors and pencils. They take responsibility for their personal care. For example, using aprons when painting pictures. Children are relaxed in each other's company and work well together in small groups. An example of this is, building a long train track or tall towers from coloured bricks. Children confidently count up-to 10 and many beyond. They concentrate while enjoying a number game to link the spots on a ladybird card, to the correct number on the reverse side of the picture.

Children love listening to stories well told by an enthusiastic staff member. They are beginning to treat the good range of books with respect, and choose which book to look at before snack time. Children are learning to link sounds with letters in a fun way as a staff member reads a rhyming poem and introduces new sounds and words such as 'jigging jerky Jack'. Children enjoy taking a walk around the grounds of the hall with staff members. They enthusiastically return with 'treasure' such as feathers, and leaves, with a bonus surprise find, of a spent rocket firework. The topic for the week is about fireworks, and bonfire night, so the children listen carefully as the staff member talks about how the rocket shoots in the air. This is then followed by an imaginative play activity. Children listen carefully to instructions from a staff member who triggers their imagination by asking them to become Catherine wheels, swirling around, and rockets reaching the night sky.

Children have many some opportunities to give meaning to marks, and develop their hand and eye control. This includes drawing by using stencils, and making arrangements in the diary for a hair appointment when playing in the 'hairdressers home corner salon'. Children pretend to use a telephone in the shop and a keyboard to make the arrangements for customers hair. As a result, children are learning to use simple equipment while learning through play. Children are able to identify their name written on a card held up by staff before snack, some children identify other children's names and call them out quickly once seen. Some children can write their own name on a drawing or painting. Staff give children lots of praise and acknowledge their achievements.

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

The provision is satisfactory.

Children are confident and settled into the pre-school routine. There is a positive relationship between parents and staff in order to ensure continuity of care for all children. For example, staff collect information about children's needs before they start at the pre-school from parental visits. This includes an induction for children, so that they can be settled at their own pace. Written information about the children's needs is also part of the general assessment of new children. Children are fully included in the setting. They behave well and there are effective strategies in place which promotes positive behaviour. This includes the calm and consistent manner in which staff manage any disputes between children. Children with learning difficulties are well supported. Children show good levels of self-esteem and show pride in their work. They enjoy sharing news about their home life, and listen to each other talking about the fire work party they attended. Children are learning to take turns and share, and are beginning to learn about the wider world and the community in which they live. This is accomplished through visitors such as the local librarian and festivals like Chinese New Year, Diwali and Harvest. Children have various books and resources to choose from, posters are interesting and reflect positive images of diversity, with special regard to disability. Children are friendly and make visitors welcome. As a result, children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers is satisfactory. Children benefit from parents and staff regular verbal and personal contact within the pre-school. Parents are provided with sufficient information about the Foundation Stage curriculum through posters, and written details in the pre-school prospectus. Parents have the chance to speak formally at a meeting with their child's key worker at least twice a year. The discussion focuses on how the children are progressing through the stepping stones. This is also recorded by staff in an individual diary which is provided for all children, and shows evidence of their progress. Parents receive regular information in the form of a news letter, which includes the latest topic covered by staff. Parents can be involved in their children's learning through such things as taking Katie Bear on holiday, and taking photographs of her escapades so that the children can talk about the event on their return to pre-school. A complaints procedure is in place, and the process the pre-school will take in the event of a complaint, is made available to parents.

### **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides care and education.

Children's care, welfare and learning is generally well-promoted through sufficiently organised written policies and procedures. There are appropriate recruitment, induction and appraisal procedures in place. A robust system is in place which ensures that people working with the children are suitable to do so. The operational plan is up-to date and acceptable, ensuring that children benefit from a constant routine which includes time spent out-of-doors. The committee ensures that the plan is reviewed regularly where needed. Committee meeting minutes are circulated to parents and plans of activities are displayed each day, which ensures parents are informed of their children's time spent in the setting.

Leadership and management is satisfactory.

Children's well-being and education is supported by caring staff members who are qualified and experienced. Staff have sufficient understanding of the Foundation Stage curriculum and apply this in most areas of the children's learning. They are committed to furthering their professional development by attending courses throughout the year. Generally, staff are effectively deployed, but this is not always followed through in practice. For example, tidying away and re-arranging furniture interrupts children's quiet time activities such as story telling, and takes staff away from directly working with the children. The space for children to use is sufficiently organised to give the children chance to move around freely. Staff work together as a team, and there is a sound key person system in place for the benefit of the children and parents. The pre-school is managed by a parent committee and staff, who meet regularly to discuss fund raising activities and general management of the pre-school. Staff regularly report to the committee about planning ideas and topics. As a result, committee parents are kept informed of what the children are learning and the progress they make. The setting has good links with the nearby primary school where teachers and staff meet just before children start school.

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

At the previous care inspection the provider agreed to review and update medication forms to meet necessary criteria should it be necessary to administer medication to a child. The form has been updated in the event of any medication needed to be administered. The provider was also asked to update staff's knowledge of child protection issues. Since the last inspection all staff have attended a safeguarding children course. Therefore, children's welfare has been improved.

At the previous education inspection the provider agreed to improve the emphasis placed on children's creative work to support and encourage them further. Staff completed a course to support their learning and children have access to craft activities at every session. As a result, children's creativity has been improved.

### **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

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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):

- promote the good health of children by taking positive steps to prevent the spread of infection which includes the provision of appropriate hand washing resources and personal hand washing routines
- ensure tidying away and re-arranging furniture does not interrupt children's activities and take staff away from directly working with the children

#### 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):

- firmly link planning to children's individual assessments in order to inform the next stage of their learning
- ensure that staff are deployed appropriately in order for children to make progress and extend all children's learning through challenging and stimulating activities

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)