

Red Barn Community Pre-School

Inspection report for early years provision

Unique Reference Number	507811
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Type of inspection	Integrated
Type of care	Full day 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?

Red Barn Community Pre-school is a community run group and opened in 1994. The pre-school is situated in Red Barn Primary School in the residential area of Portchester, North West of the city of Portsmouth. Children attend from the surrounding residential area. Accommodation includes one main classroom and an enclosed outside play area. The group also have daily use of the school hall, and access to the school library and other areas within the school building and the school grounds.

There are currently 31 children from two years to five years on roll. This includes 28 children in receipt of nursery education funding. The group supports children with learning disabilities and/or difficulties. The pre-school opens Monday to Friday 08:45 - 15:15 during the school term. Children attend on a part time or full time basis.

The committee employ two qualified supervisors to be jointly responsible for the running of the group, each work on a part time basis. In addition, six staff work directly with the children. Three staff have a childcare qualification to level 3 and one has a qualification to level 2. All staff attend additional childcare training courses. The pre-school is a member of the Pre-school

Learning Alliance and receives support from the Early Years Partnership. The pre-school is accredited through the Pre-school Learning Alliance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children foster a good understanding of good hygiene and healthy eating. Staff talk to the children about the importance of washing hands and about the healthy benefits of the fruits at snack times. Staff ensure all eating areas and work surfaces are cleaned with antibacterial cleaners to ensure cross contamination is prevented. Parents are informed of the sick child policy both verbally and through the written policy. This ensures they are aware of incubation periods should their child contract a communicable disease. Staff have good systems in place to further ensure children are protected from infection as they ensure all parents are notified of any infectious diseases which have become apparent within the setting.

The pre-school complete accident and medication records appropriately and have suitable first aid resources in place. The setting have not gained written parental permission to seek emergency medical advice or treatment. This does not ensure children are treated without delay in an emergency.

Children have access to a free-flow system between the main room and the outside area. They have fun as they ride tricycles, push along cars and scooters. Children become animated as they move their bodies to familiar music and join in with actions. They have fun as they join the balancing beams together and giggle as they walk across the beams. Children love to participate with the large parachute and have fun as they move the parachute up and down with their arms.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is of utmost importance to the pre-school. They ensure all doors are secured when not in use and have robust systems in place to ensure children are collected by their designated person. The pre-school staff risk assess both the inside and outside environments continually to ensure children play in a safe environment, free from the risk of hazards.

The pre-school have a fire evacuation procedure displayed and practise this procedure with the children regularly. They talk to the children about the importance of practising the fire drill to ensure they are well informed of what to do should a real fire occur. The pre-school invite fire fighters into the setting to see the children during topics about 'people who help us'. This further fosters an awareness for the children about fires and keeping themselves safe.

The child protection coordinator has a good understanding of her job role. She ensures the whole staff team know what to do should they have concerns about the welfare of any of the children. All staff know where to make referrals and how to record signs and symptoms. The pre-school have a child protection policy in place which details what to do if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily to the setting and separate well from their main carer. Those who become upset are given a cuddle and reassured by the staff team. Staff use distraction techniques to help children feel settled, such as encouraging the children to join in with their favourite activities. Staff know about children before they start at the setting as they communicate verbally with parents and gain written details about what the children can do and activities they enjoy. Parents and their children are invited to attend settling-in visits at the outset which enables a smooth transition from the main carer to the setting.

Children enjoy the freedom of the free-flow system between the main room and the outside area. Children's needs are met as staff are delegated well between the two areas. Children access a wide range of toys and resources and enjoy using these both inside and out. They learn to respect their environment as they sweep leaves from the ground outside with child-sized dustpans, brushes and brooms and staff offer lots of praise for their achievements. This in turn boosts children's self esteem and confidence. Staff continually interact with children at child-level, listening and responding to them to ensure they all feel valued for what they say and do. Children who become tired can relax and rest in the inviting book corner or can rest on the sleep mats.

Nursery Education

The staff team all demonstrate a good understanding of the Foundation Stage and areas of learning. The team plan together and display these plans to ensure parents are aware of what their children are exploring and learning. The setting use a key worker system and each key worker is responsible for completing play plans. These plans detail learning intentions for each child to ensure individual learning is recorded and assessed. However, not all staff are consistently monitoring children's learning to effectively plan for children's next steps in learning.

Staff have good links with the primary school in which they are based and are involved with 'Foundation Stage Thursday' where children from the reception class and pre-school join together for different learning experiences. This supports pre-school children in preparing them for school as they become familiar with the environment, older peers and teaching staff. Children enjoy working together as they chat and help each other to build towers with blocks and round tubes.

Children become engaged during story times and the member of staff pauses momentarily to allow children to interact and say some of the familiar, repeated words. The staff have devised a library system where children can choose from a wide range of books and take these home in their book bags to share with their parents. Children become excited as they collect leaves from the ground and enjoy counting the leaves they have found. Staff skilfully extend the learning by encouraging the children to use the visual aids of the leaves to help them work out what number comes next. Children independently access a mathematical area which is rotated and changed regularly to ensure children have opportunities to explore a variety of mathematical concepts. They love to bring their teddies and dolls from home and use the height chart to measure the different heights.

Children have a lovely digging patch in the outside area where they enjoy digging with a range of tools. They have fun as they plant lettuces, tomatoes and plants. Children inform the visitor

'we need to make sure we water them to make them grow BIG' and stretch their arms high in the air to demonstrate how they grow. Children play in the rain and staff extend the learning by talking to them about the noises the rain makes as it falls on their umbrellas. They have access to a variety of arts and crafts and enthusiastically join in with familiar rhymes and songs, partaking with the actions. The setting have a wide range of role-play resources. However, the arrangement of these limits the children's opportunities to use them. This means children do not make full use of them during their imaginative play.

Helping children make a positive contribution

The provision is good.

The pre-school ensure all children have equal opportunities to resources and equipment and staff encourage children to participate with all activities. Children have opportunities to taste different multi-cultural foods such as Nan bread and different fruits. They gain an awareness of different cultures as they celebrate different festivals and cultures. The pre-school care for children with learning disabilities and/or difficulties and have experience of children with English as an additional language. They work in partnership with both parents and outside agencies and continue action plans to ensure consistency in learning for the children.

The pre-school ensure all staff and parents are aware of the behavioural management policy to ensure consistent behaviour strategies are used for the children. Staff deal with inappropriate behaviour by talking to children at their level and help them to resolve the issue causing the behaviour. Children's good behaviour and achievements are rewarded with praise, encouragement, stickers and certificates. In addition, children's achievements both from home and at pre-school are displayed on the celebration board. This in turn ensures children feel valued and their self esteem and confidence is boosted. Children's spiritual, moral, social and cultural development is fostered.

Staff communicate with parents verbally at the beginning and end of each session. Photographs of staff are displayed to ensure parents are fully informed of who is working and who the staff are. Parents receive a prospectus at the outset to ensure they are well informed about the provision, routines and policies. In addition, parents are able to access information from notices displayed on the entrance door. The setting have a complaints policy in place. However, the policy does not detail the regulatory body. This does not ensure parents are fully knowledgeable about how to contact the regulatory body should they have a concern.

The partnership for parents and carers for children in receipt of nursery education funding is good. Long and medium term plans are displayed to ensure parents are fully informed about what their children are learning at pre-school. This enables parents to consolidate learning at home. Staff communicate with parents at the outset to ensure they are well informed about the education provision and the Foundation Stage. In addition, parents gain written documentation about the six areas of learning within the parents prospectus. This ensures they can reference this information at anytime. Key workers complete play plans for the children and parents are shown these and can contribute to this process. However, not all parents are involved with this process due to the lack of consistency amongst the staff team to ensure the play plans are reviewed and updated. The setting invite parents to come and join in with sessions at anytime which enables parents to continue activities at home with their child. The pre-school have implemented a library system where children choose books to take home and read with their parents. Parents are invited to write comments about how their children enjoy the story and the system offers a good link for children between their home and the setting.

Organisation

The organisation is good.

The setting meet the needs of the range of children for whom they provide. The management delegate staff well to ensure children are cared for appropriately. The staff team have organised the environment to allow children to access a wide range of activities and resources both inside and out. The staff team all have a good understanding of the National Standards and current legislation.

The management and committee have a good understanding of recruitment procedures and have robust systems to ensure all adults working with the children are suitably vetted. The management conduct comprehensive inductions with the staff to ensure they are aware of routines, policies and procedures. Appraisals are conducted annually to ensure any concerns, achievements, targets and training needs are discussed.

The leadership and management are good. The managers of the pre-school oversee the day to day running of the pre-school and monitor the education provision. They communicate regularly with both the chair and other members of the committee. Any formal strategic decisions are discussed with the chair and the committee who make the final decisions.

The pre-school communicate regularly with the reception school teacher within the school to ensure they are all working in conjunction with each other. The managers of the pre-school oversee the nursery provision well and ensure all planning is completed to meet the needs of the children. However, the managers have not ensured all staff are consistently monitoring children's learning. This does not ensure next steps in learning are identified and planned for all the children.

All staff have appraisals annually where training needs, concerns and achievements are identified. They are all encouraged to attend regular training to further develop their expertise. The chair and managers of the pre-school also attend further training to enhance their knowledge. The staff team feedback any training they have attended to the rest of the staff team to ensure they are all updated with the latest knowledge. Staff visit other pre-schools to gain different ideas to further promote best practice within their own setting. The staff team are dedicated to the children and work hard to create a stimulating and lively environment.

Improvements since the last inspection

At the last education inspection the pre-school were asked to address four recommendations. They were asked to evaluate and improve the use of time, space and accessibility of resources to increase opportunities for children to choose their own equipment, in particular relating to creative activities and role-play. The pre-school now continually evaluate the use of time, space and accessibility of resources within the environment and work hard to make improvements to meet the needs of the children. The environment is split into the areas of learning and children can free-flow to the garden area. Staff continually assess if areas are being used to their full potential by the children and make necessary changes where areas are not being used. However, the arrangement of the role-play area currently limits the children's opportunities to access the role-play resources. This means children do not make full use of them during their imaginative play. Children are able to access all other areas independently. This enables children to engage with child initiated learning.

The pre-school were asked to evaluate the system for planning, to make it more manageable for staff to ensure clear links are identified between focused learning intentions and children's

individual learning targets. The pre-school have evaluated the system for planning and staff all plan together but take responsibility for particular weeks of planning. Children's learning intentions are included with the planning and staff evaluate planned activities to assess if learning intentions are achieved. The pre-school have a key worker system and each key worker is responsible for devising play plans for the children. These identify focused learning intentions and targets for each child and work effectively in ensuring each child's individual needs are met. However, not all staff are consistently completing the play plans to monitor children's learning. This does not ensure all children's learning intentions and targets are planned.

The pre-school were asked to consider introducing a focus area for mathematics to further promote opportunities for children to problem solve and consolidate mathematical concepts through independent learning. The pre-school have introduced a mathematical area which works effectively in promoting problem solving skills and mathematical concepts with the children. The children can independently access the area and engage with a variety of activities which develop their understanding of mathematical concepts.

The pre-school were asked to provide opportunities for parents to receive written information about their child's ongoing achievements and progress and to make written contributions to the assessments of their child. The pre-school complete play plans for each child and these are shared with parents when they are reviewed and updated. Parents can add comments to the plans and sign to say they have seen the plan and been involved with the process. However, not all staff consistently complete the play plans therefore parents are not consistently shown updated and reviewed plans. This does not ensure progress and development is being monitored regularly for all children and not all parents are involved with the process.

At the last care inspection the pre-school were asked to address two recommendations for care. They were asked to review the staff structure with regard to responsibilities for child protection and behaviour management. The pre-school now have named child protection and behaviour management coordinators. This ensures the pre-school have named adults who are responsible for ensuring the welfare of children is safeguarded and that children's behaviour is managed effectively and consistently.

The pre-school were asked to devise a comprehensive induction process and ensure incidents of behaviour are recorded. The pre-school have implemented a comprehensive induction process which ensures all staff are fully aware of procedures and routines of the setting. This ensures children gain consistent and good quality care from all the staff. The pre-school were also asked to ensure all incidents of behaviour are recorded. The setting now record all incidents of behaviour. This ensures children's behaviour is tracked and monitored which enables the staff to work with the children in identifying triggers for behaviour and effective strategies to use.

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 written parental permission is gained to seek emergency medical advice or treatment
- update the complaints policy to detail the regulatory body.

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):

- further develop the presentation of the role-play resources to further encourage children to access them during their play
- ensure all staff consistently monitor children's learning to effectively plan next steps for learning and ensure all parents are involved with this process.

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