

Queen's Park Pre-School

Inspection report for early years provision

Unique Reference Number	509683
Inspection date	13 December 2007
Inspector	Maria Lumley
Setting Address	East Way, Bournemouth, Dorset, BH8 9PU
Telephone number	01202 532645
E-mail	
Registered person	The Trustees of Queen's Park Pre-School Group
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 outstanding.

WHAT SORT OF SETTING IS IT?

Queens Park Pre-school opened in 1981. It operates from two mobile classrooms behind Queen's Park Infant School, Charminster, Bournemouth. Children attend from the local area.

There are currently 71 children aged from two to five years on roll. This includes 42 funded children. Children attend a variety of sessions. The setting supports children who have learning difficulties and those who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 08.50 until 11.30 and from 12.30 until 15.10 with a lunch time session operating from 11.30 until 12.30. The pre-school is not open on Friday afternoons.

There are 13 staff working with the children. Nine of these have relevant early years qualifications, other staff are attending relevant training.

The pre-school is a member of the Pre-school Learning Alliance and receives support from the local Early Years Partnership. It has very close links with Queen's Park Infant school; staff from the school help form the pre-school management committee.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's growth and development is extremely well nurtured due the provision of healthy snacks and drinks. They regularly participate in activities that raise their awareness of healthy eating. Children use a variety of fresh fruits and vegetables to make smoothies and soups. They serve hot potatoes and cheese in the outdoor role play area. Staff talk to them about how eating warm, healthy food in the winter helps them stay healthy and gives them energy. Staff encourage children to handle and try new foods to widen and develop their tastes. Staff talk to parents about healthy eating and give them literature to support this. Consequently, children benefit from the nutritious packed lunches that parents provide. However, many children empty their lunch boxes onto the table and eat their food directly off the table cloth, which compromises their health. Children's dietary needs are effectively met following close consultation with parents. They have access to a water dispenser throughout the day and this ensures they are kept hydrated. Children recognise changes in their bodies. For example, after running around outside, a child says, 'I feel thirsty now' and helps themselves to some water.

Children are learning good hygiene practices through the daily routines of hand washing before meals and after toileting. As one child washes their hands they say, 'I don't want to get germs in my tummy'. Children who are ill whilst being cared for in the setting are very well looked after. Their parents are informed immediately to ensure the children are collected, which minimises cross infection of the other children attending. Children have their minor medical emergencies dealt with appropriately as most staff have current knowledge of first aid procedures and first aid kits are kept in each unit. Thorough nappy changing procedures are followed by staff, which promotes children's health and hygiene. Staff wear aprons and gloves and dispose of soiled nappies in a sanganic bin.

Children's muscle development and general fitness is very well promoted with daily physical activities. They develop good pedalling skills as they use the tricycles. Children show determination to succeed as they carefully balance on stilts and tentatively walk along, they are well supported by staff who are close by offering support and reassurance. Children enjoy group activities such as 'The farmers in the den'. They demonstrate good control of their bodies as they move round in a large circle, holding hands.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment that is safe and well maintained. Staff ensure the premises are welcoming to both children and their parents. They make good use of notice boards to display useful information for parents. The rooms are very bright and child friendly. Children's own artwork is displayed around the room, creating a sense of belonging. There are cosy and defined areas, such as a book corner and imaginative play areas.

Children are kept safe as the staff ensure all visitors have identification and use a visitors book. They offer high levels of supervision and are well deployed throughout the session. Children use a balanced range of safe and suitable equipment. Resources are stored at a low level, promoting children's independence. For example, as children move between the indoor and outdoor areas they independently select resources, familiar with where to find things and

confident that they are allowed to help themselves. Resources are of a good quality and there is a broad range available to the children to assist their play and learning.

Children are cared for in a safe environment where staff take steps to minimise risks. They are committed to providing safe and secure play space for children. A risk assessment of the indoor and outdoor areas is carried out each morning before children arrive, to ensure the ongoing safety of the environment. Children are beginning to understand the importance of staying safe, as they are involved in practising regular fire drills which are recorded.

Children are safeguarded from harm as their wellbeing is cared for by staff who understand their responsibilities towards child protection. A well written policy is in place that underpins their practice.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children appear very happy, confident and independent. They ask lots of questions and respond to new challenges by questioning and using their own initiative. Excellent staff management of children ensures they are managed exceptionally well, enabling them to settle quickly. Staff are very sensitive to their needs and extremely caring. Children's individual needs are met incredibly well as the staff are very well informed and thorough regarding their needs, following consultation with their parents. Staff are able to support young children exceptionally well. Planning takes into account the under-three-year-olds and is being implemented effectively.

Extremely well organised and attractively displayed activities are prepared ready for the children's arrival. Children happily engage in activities of their choice. The playrooms are very inviting and fun as the efficient staff ensure they are decorated with the children's artwork and posters. Cosy defined areas such as the book corner or imaginative play area are exciting and encourage children to explore and have fun. Staff ensure the children are valued and feel very much part of the group, they are exceptionally dedicated to ensure the children are happy and create a lovely environment in which to play and learn.

Children are having fun and learning as they enjoy a range of stimulating activities. Children are busy and play very well as the sessions are varied and support them in their development, and, as a result, their behaviour is good. They have formed warm relationships with the staff who interact well with the children.

Nursery education.

The quality of teaching and learning is outstanding. Children benefit from staff's highly skilled, secure knowledge and understanding of the Foundation Stage Curriculum. The pre-school have implemented clear and effective assessment and planning sheets which support positive outcomes for children. The 'Learning story' booklets, initial observations and discussions with parents give an accurate record of children's individual starting points. Ongoing observations and assessments identify gaps in children's learning. These are then included in future planning to ensure that children's next stage of learning is addressed. Activities are often planned to link to children's interests and ideas. For example, when a group of children try to push over a huge tree staff recognise this as a learning opportunity. They take the children for a walk to see a tree that had been blown down in the storm. This gives the children an opportunity to look at the exposed roots that had held the tree in the soil. Staff are committed and passionate about making a positive contribution to children's learning. They provide children with

inspirational play opportunities, such as painting melons to make snowmen and creating an outdoor hot snack role play area. These activities capture children's interests and they excitedly participate. Staff use a range of effective teaching methods to help children's progress. These include questioning, explanation, demonstration and praise. They support children when required, but give them space and time to investigate for themselves. For example, during a car ramp activity a member of staff allows the children to experiment with the resources. They make the ramps different heights and use textured boards as the runways. The children notice that some cars run further than others once they are released at the top of the ramps. The member of staff asks them why they think this happens then leaves them to investigate further. After several attempts and discussions between themselves the children discover that the taller the ramp the further the cars travel. They are delighted with their discovery and the member of staff is quick to congratulate the children, building their self esteem and confidence. Exceptional organisation of space and resources contribute to the high quality of the education. Expert practice by staff contributes to the exemplary behaviour of children. Staff support children who speak English as an additional language very well. All children have the opportunity to speak Arabic and French at registration time as they say hello and good morning. Staff liaise closely with parents and are familiar with key words to ensure they can communicate with the children and understand their needs.

Children confidently communicate their needs and thoughts through language. They speak clearly to staff and their friends. They also pause to listen to others and engage in conversations. Children have formed excellent relationships with their peers and staff. They have made attachments to members of the group and seek out special friends to play with. For example, a child becomes very excited when their friend arrives, they rush over and hug them and ask them to play. Children have extremely good self care skills. They put on their own hats, gloves and coats and attempt zips and buttons. When children see that others are having difficulties they step in and help. Their friends are grateful and say, 'Thank you' for the help. Children are encouraged to express their emotions and use the feelings display to talk about how they feel. One child points to the smiling faces and says, 'I feel happy like them'. Some children group together and talk about Christmas, they speak about the decoration they have at home and the cards they have sent to each other. There are numerous opportunities for children to spontaneously make marks, including paper, books and pencils placed at different areas around the rooms. Children are completely engrossed at an outdoor role play area which has been creatively set up as a hot snack restaurant. They use their imagination and take on the roles of waitress, customers and cashier. A child asks, 'What would you like to order?', their friend studies the menu before saying 'I would like some milk and potatoes'. They use pencils to 'write' down the order. Children use stamps to print cheques and then complete these, marking letters and numerals in payment for their meals. Excellent organisation of space and resources ensures all children are able to access the well stocked book area where they spend considerable time looking at and exploring books. A child selects a book and carefully studies the front cover before opening it. They turn the pages and 'read' the familiar story. Children listen attentively when staff read group stories.

Children have access to a wide range of craft activities that capture their imaginations and hold their attention. For example, they paint melons to make snowmen. The children are completely engrossed in covering the melons with paint, they spend considerable time ensuring that the entire surfaces are covered. A child says, 'It has to be all white like the snow'. Children help staff make dough and one child becomes mesmerised as they fill their hands with the flour and then let it run through their fingers. They are fascinated when water is added and the texture changes, they explore the dough with their hands before using cutters and scissors to mould and shape the dough into different objects and shapes. Children enjoy opportunities to express

themselves through dance. A ballet teacher visits to give all the children a dance lesson. This inspires children's love for music and dancing and they put on their own 'Come dancing' show. The children dress up and make up their own dances which their friends score and comment on.

Children have a strong sense of curiosity and become enthralled as they explore the world around them. Children put pretend spiders in a tin then decide to search for additional objects in the garden. They hunt around and find leaves, twigs and stones and put these in with the spiders. One of the children rushes back inside and finds a magnifying glass. They look through and examine the contents of the tin, one child says, 'The twig looks massive now'. The other child is excited to look and says, 'The spider is huge'. The outdoor area has numerous wood, shell and metal chimes suspended from the trees. As these make different noises the children talk about the weather and how the wind blowing through the chimes is causing them to make different noises. Children use natural resources to create pieces of art. For example, children search for twigs and position them on the ground then comment that it looks like a zebra. They use junk modelling to create imaginative products. For example, a child sticks two cardboard rolls together and then looks through them. They excitedly show their friend and say, 'Look, I've made binoculars'. They go outside and look up into the trees before shouting out, 'I can see the birds'. Children operate simple equipment such as tape recorders and torches. They know which buttons to press to switch them on and off. They show great interest and confidence when using simple programmes on the computer. They carefully control the mouse to move the cursor on the monitor. They are able to move the fruit from the bottom of the screen into the trucks, matching the fruits as they do so.

Children are confident counters and count confidently to nine when counting the chairs. As they play with cars they work out simple calculations. They count one, two, three cars. When asked how many cars there would be if they added one more the children are quick to shout out four. Children have developed good understanding of shape and size. Whilst making the snowman's hat a child cuts some felt to make the nose. They hold it up and say, 'It's a triangle, it's got three sides'. Another child comments that it looks like a rocket shape. The children then instigate their own play and hunt for different shapes in the outdoor and indoor play areas. They successfully seek out different object and correctly name the shapes. 'This plate is a circle' and 'The book is square'. Children enjoy using money to purchase vegetables at the role play area. A child selects five pieces of vegetables and gives the 'greengrocer' four coins. The 'greengrocer' tells the child that they haven't given them enough money and that they need one more coin.

Children negotiate indoor space with confidence, and move around furniture and floor activities carefully. Children have excellent opportunities to develop their physical development through everyday activities. The pre-school keep the doors open and allow children to play both indoors and outside. They run around outdoors, adjusting speed and direction to avoid collision. Children's small muscle control and development is effectively supported through a range of well planned activities. For example, children knead, roll and cut play dough. They use scissors and tools with dexterity and confidence.

Helping children make a positive contribution

The provision is good.

Children enthusiastically arrive at the setting and immediately settle. Children's individual needs take priority as the dedicated staff have detailed discussions with parents and carers. Children have a greater awareness of the wider world as they participate in vibrant activities to promote

their knowledge and understanding. For example, staff and visitors from a variety of countries spend time at the pre-school and talk to the children about traditional costumes, religions and foods, raising their awareness of the wider world. Children learn about different festivals including Chinese New Year and Divali. They are excited to go to the main school to watch the older children perform their nativity play. Children learn to respect different backgrounds as positive images of different cultures are reflected in resources. For example, an extensive range of dressing up clothes, books and puzzles are accessible at all times. Children learn about the community with good organisation of activities that include visits from 'people who help us' such as police officers, fire officers and nurses. Children with specific needs are very well cared for. Staff work closely with parents, carers and other professionals to make sure children are extremely well supported. Children with English as an additional language are extremely well supported. Effective methods are used to communicate with children, including key words, photographs and pictures of the daily routine.

Children behave very well as skilled staff use strategies to nurture children's self esteem. For example, children are regularly praised and rewarded with stickers. Children are excited as they anticipate who will receive a sticker at the end of the morning. A member of staff tells them that if they all sit nicely to watch the infant school's play that they will all receive a sticker. This motivates the children to behave well. Children's social, moral, spiritual and cultural development is extremely well fostered.

Partnership with parents and carers is outstanding. Parents are exceedingly happy with the care and education children receive. They know staff well and they regularly exchange information and keep updated with how their child is progressing. There are exceptional methods used to keep parents informed about activities and the provision. New parents are provided with a detailed prospectus including information relating to Birth to three matters and the Foundation Stage Curriculum; this includes links to useful websites where they can research further information about children's learning. Parents and carers are encouraged to help at the pre-school, using the parent's rota, enabling them to observe the setting and how children learn from their experiences. Parents are also welcome to visit the pre-school to share their own interests and skills with the children.

Organisation

The organisation is good.

Children are extremely well cared for as staff are highly trained, skilled and committed to their roles and responsibilities. Children's care is enhanced by efficient and effective organisation, including comprehensive policies and procedures to protect children's wellbeing and development. All required documentation is in place, however, accident records are not completed in sufficient detail, which compromises children's health and safety. High staffing levels and contingency plans to cover sickness ensure that children receive good levels of support. Most routine activities are very well organised, however, at times the risk of infection is not minimised as children eat their lunches. Children's safety is maintained through the robust employment and induction processes. New staff complete a rigorous induction procedure and are mentored by experienced staff. Very good use is made of the outdoor space which has become a natural and critical part of the children's development. They move freely and safely between the indoor and outdoor areas.

The leadership and management is outstanding. Children benefit from staff who are extremely well qualified and knowledgeable. They are passionate about children's learning and are innovative with the activities they make available to children. The dedicated team are enthusiastic

and work extremely well together acting as superb role models. The staff are committed in promoting an inclusive environment where every child matters. The committed staff are supported well by the manager who conducts regular supervision sessions. They are encouraged to continue their professional development, which enables them to bring back into the setting new ideas to enhance the children's learning. There are extremely effective systems to monitor the nursery education. Exceptional systems are in place as staff are pro-active in regular evaluation and action plans. The manager oversees all focused activities, she checks to ensure that all documentation, observations and evaluations are completed and dated. She reviews staff's planning booklets to ensure children receive a balanced curriculum. The manager and staff complete peer reviews and use these to reflect practices and address any issues. The setting meets the needs of the range of children for whom it provides care and education.

Improvements since the last inspection

At the previous care inspection the provider agreed to ensure the time of staff's, children's and visitors' attendance are clearly recorded and to ensure parents are aware of the pre-school's policy in relation to child protection concerns. Safety at the pre-school has improved as stringent registration systems for children, staff and visitors have been implemented. These records clearly identify the times that people are on site. Parents are made fully aware of all policies as they register their children. Staff talk to parents about the child protection policy and procedures when they register their children.

At the previous nursery education inspection the provider agreed to continue to develop staff's confidence in identifying areas of the curriculum for future development. Staff continue with their professional development through training. They work together when planning and evaluating activities. This ensures that the curriculum is covered and future planning links with the needs of the children to promote their learning in all areas.

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 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 outstanding.

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 the organisation of lunches
- ensure that children's full names and dates of birth are detailed on accident records

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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