

Greenfields Pre School

Inspection report for early years provision

Unique Reference Number	EY242992
Inspection date	03 June 2008
Inspector	Claire Sheldrake
Setting Address	Sure Start House, 130 Taunton Road, Bridgwater, Somerset, TA6 6BB
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Registered person	Greenfields Pre School
Type of inspection	Integrated
Type of 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Greenfields Pre-School opened in 1984 and has been registered on the current site in Bridgwater, Somerset since 2003. It operates from one room in the Sure Start House, which are county owned premises. Children have use of the main playroom, bathroom facilities and an enclosed part-paved, part-grassed outdoor play area. The pre-school serves the local community.

Greenfields Pre-School is registered to care for 20 children aged from two to four years. There are currently 56 children on roll, of which 36 receive funded education. There are three children who have specific learning difficulties and no children have English as an additional language. The group is open Monday to Friday, term-time only, from 09:00 to 11:45 and 12:15 to 15:00.

There are five members of staff employed, of whom four hold a level 3 qualification in early years.

They receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Hygiene routines, such as toileting, and hand washing, are introduced to children to help them to become independent. They see photographic posters around the play room, reminding them to cover their mouth when coughing, encouraging them to manage their own health effectively. Although the children are familiar with these routines, there are times when staff do not monitor the hand washing closely enough, as the children are rarely seen using soap, just running water.

There are good systems in place to ensure documentation supports children's health and well-being. The children each have a file which includes written medication and emergency treatment consent, and any records of accidents which have been shared and signed by parents. Most of the staff are trained in administering first aid, and a checklist is used to ensure that the contents of the first aid kit are suitable and in date.

The pre school have previously been awarded a healthy eating award, promoting children's healthy eating and ensuring children's oral health and nutrition are part of their curriculum. During both sessions the children enjoy savoury snacks of whole-wheat cereals and crackers, however, these are mainly carbohydrate based, and children are not offered any fresh fruit or vegetables. Children know how to access a drink if they become thirsty, they select a plastic cup and pour themselves and others, a drink from a jug of water, which is within easy reach.

Children enjoy physical activities where they can run, slide, scoot and move around. They are gaining confidence using tools such as knives and spoons, brushes and pencils, and when using buckets, shovels and spades in the sand tray.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have sufficient space to play in a clean, well organised play room, with direct access through patio doors to the outdoor area. A further garden area to the rear of the patio is a wonderful area for exploring nature, but unfortunately it is overgrown and unusable in its current state. Children are familiar with the layout of the resources in the play room, and happily choose for themselves. They are helped as these boxes are labelled with pictures and labels for easy identification by any of the children.

Staff ensure that children remain safe. The premises are secure and any visitors to the pre school are asked to sign into the visitors book and their identification is checked. The children are involved in regular emergency evacuations, which are carried out over a variety of days and times, to ensure all children are involved. These are recorded in the fire log and are evaluated to show the time it took to evacuate the building and why.

Children's welfare is safeguarded and protected. Staff have attended recent child protection training and are confident of the procedures to follow, which are in line with the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily, separate from their carer, and search for their name card. They fix it to the wall poster to register themselves at pre school. They are quick to settle and keen to explore the activities that have been set out for them today. The pre school is well equipped and areas such as the home corner, book corner and computer area are available at all times.

Throughout each session, the main focus is on children's free choice, however, at certain times, staff prepare focused activities such as looking and feeling shells in the water play.

Nursery education

The quality and standards of teaching and learning are satisfactory.

The children appear confident and familiar with routines at pre school. They access and put on their own aprons ready to play in the water play activity. They are already forming friendship groups and settle to the stencilling activity on mass!

The children are beginning to understand that print has meaning. They can see labels on toy boxes and on their pictures, and are encouraged to try and label their work for themselves. Children are able to mark make and free draw, a small table is set up with an assortment of sized and shaped pencils and crayons, and notepads can be found in the home corner for list writing.

Children have stories read to them in a large group and are familiar with the content. They also enjoy sharing a book with a member of staff on a one to one basis, talking about the content, the characters and turning the pages themselves.

Most of the children are confident speakers and are very talkative during snack time. They talk about their life experiences such as 'what they had for breakfast'.

The children are learning about mathematical challenge. They estimate how many bricks they will need to build a tower as high as them, and negotiate building it so that it does not fall over. They are introduced to mathematical words such as heavy, light, floating and sinking as they play along at the water play. The children have some concept of number and counting. They count how many cups they need at snack time and how many children are sat at each table, but this is often taught by rote and some children do not understand the link between the quantity and the number.

The children have opportunities to be creative, they enjoy junk modelling, stencilling and water play. Further activities using paint and malleable materials such as play dough are shown as used in the planning sheets, but unfortunately were not seen at inspection.

The children build using a variety of construction kits, such as Lego, Duplo and wooden bricks. They are using technology in everyday play, in the home corner as kettles, telephones and a microwave and when they sit at the computer moving the mouse across images to make the characters speak and move.

The children are fascinated by nature. They search for insects in the garden using magnifying glasses pressed close to their faces. They talk about how the insects move, the trail they leave

and how they carry their house on their back. Staff engage the children well at this activity, finding yet more ants and snails for the children to watch.

Throughout each session, staff try and make sure children have access to resources that cover all areas of learning. They talk to children about what they are doing and encourage their interests. Each week there is a structured activity based on the current topic. Planning lists on the play room wall, show how this is linked to different aspects of the stepping stones. However, these planned activities follow a two yearly rotation and do not always reflect what children are interested in.

Staff observe children as they play, which helps them to complete their assessment records but there are few links between this information and planning for individual children.

Helping children make a positive contribution

The provision is good.

Children arrive confidently and settle quickly to play. They are able to see themselves in photographs displayed on the wall and on the birthday chart, allowing them to feel that they belong and are part of pre school. The staff are receptive and supportive as children show them what they have made, and children are proud to see their creations put onto the shelf for everyone to look at.

The children are treated equally and staff are good at engaging children in activities to help them feel included. The children are learning about the world around them using books, wall displays, and resources such as dressing up and celebrating festivals such as the Chinese New Year. Overall, children's spiritual, moral, social and cultural development is fostered.

Children with specific learning difficulties are closely monitored. The staff know the children well and record and observe children in their key group. When the children first start, the parents are asked to complete an entry sheet, and this is used in conjunction with observations made by the key worker, to inform and build a whole picture of the child. From this the staff can support the child and their family.

The children behave well while they are at pre school, they are busy, eager to be involved and are focused in their play and activities. The children are familiar with the tidying up routines and are keen to participate. They listen to the directions from the staff, and are quick to line up for hand washing routines and for going outside. The staff are good role models for the children. They speak calmly and with reassurance. They encourage the children to take part and have a go.

The partnership with parents and carers for nursery education is satisfactory.

Staff are very friendly and approachable. They obtain information from parents when the children first start, to ensure that their children are cared for according to their wishes. Staff talk to parents about their child's achievements and development regularly, and make time to share assessment records with them to monitor their child's progress. Parents are able to receive information about the pre school, it's topics, events and routines, through a termly newsletter, however, the overall pre school prospectus is not current as it is being updated.

Organisation

The organisation is satisfactory.

Children feel safe and secure in an organised setting. The staff team are qualified, have attended relevant training workshops and work well together to provide a stable environment for children.

Children's daily attendance is recorded in the register, along with the staff on duty, and this ensures appropriate ratios are being maintained.

The staff follow quite a rigid daily routine which allows a short time for children to play out of doors, usually after snack time. Staff do not always make effective use of their time and resources to allow the children to access the outdoors freely, to ensure they meet the individual needs of all children.

All staff are checked through the appropriate authorities to make sure they are suitable to work with young children. Records and documentation are up to date and meet regulatory standards. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education is satisfactory.

The staff are supported by an active committee who have organised and rewritten the operational plan in detail. This now includes sections for staff such as job descriptions, appraisals and induction processes. Staff have good access to training and ongoing professional development. Regular staff meetings are held to discuss the activities within the pre school, planning and children's progress.

Improvements since the last inspection

At the last inspection two actions were set for the pre school to improve. The first was to ensure that a complaints log is maintained and available for inspection. Since then the committee have created a complaints file which is accessible to all. This ensures that all information is stored appropriately and parents know how to make a complaint.

Secondly, the staff were asked to ensure that Ofsted is notified of any significant events or changes, with particular regard to the committee and staff's suitability.

The committee have now compiled a list of suitability checks for all staff and the committee, and have shared this with Ofsted, to ensure that all persons with contact with the children are suitable.

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.

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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):

- monitor children's hand washing routines, with particular regard to children using soap
- introduce fresh fruit or vegetables into children daily snacks

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):

- increase opportunities for children to access the outdoors freely (also applies to care).
- ensure the range of activities offer children appropriate challenge, reflects the children's interests and helps them make progress through each area 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