



Comeytrove Under Five Group

Inspection report for early years provision

Unique Reference Number	143065
Inspection date	28 November 2005
Inspector	Rachael Williams
Setting Address	Comeytrove Community Centre, Galmington, Taunton, Somerset, TA1 4TY
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Registered person	Comeytrove Under Five Group
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

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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?

Comeytrove Under Five Pre-School operates from a community hall in Comeytrove, on the outskirts of Taunton. The group have access to the main hall, kitchen, committee room and toilet facilities. The pre-school serves the local and surrounding areas.

Comeytrove Under Five Pre-School is registered to provide places for children aged between two and five years, and accept children from two and a half years. There are

currently forty-four children on roll. This includes twenty-five government funded three and four year olds. The group has experience of supporting children with special needs, and children with English as an additional language.

Comeytrove Under Five Pre-School opens five days a week during school term times. Sessions last from 09:15 to 12.00, Monday to Friday. There are two sessions on Monday and Tuesday afternoons, running from 13.15 to 16.00, particularly for children due to start school. A parent and toddler session is held one afternoon per week.

A team of six staff work directly with the children covering various sessions. Four members of staff hold an appropriate level three Early Years qualification. One Member of staff is working towards her level three qualification and another has a level two qualification in Early Years practice.

The setting receives support from the Local Authority and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from hygienic routines. They are encouraged to wash their hands at appropriate times, such as when visiting the toilet. Children are aware that their hands get dirty and that they need to wash them before eating their snack. They enjoy keeping the premises clean and tidy and are keen to help when tidying up. For example, a child suggested that the floor needed sweeping when there was a lot of small pieces of paper on the floor.

Children are aware of the benefits of healthy eating and are offered a range of nutritious snacks during the session. They remain healthy as staff have good knowledge of their special dietary needs when preparing the snack. Children are aware of their own needs, such as when asking to visit the toilet. Water and children's personal drinks are readily available and children access these independently.

Staff have good knowledge of the relevant health and safety policy to ensure children remain healthy as it states clearly how to prevent the spread of infection. Medication and accidents are recorded appropriately and shared with parents.

Children do not have regular outdoor experiences. For example, children do not have the opportunity to explore and investigate the first snow of winter even though they had appropriate clothing. Children do, however, enjoy a range of resources to promote their physical development for example, to encourage a range of movement, such as crawling through a tunnel . Children are not sufficiently challenged to develop acquired skills further and explore different ways of using the equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely around a spacious, well maintained environment. They are closely supervised by vigilant staff who communicate well with each other to ensure children's safety. The accident record is used well to identify hazards to the children, such as the tripping hazard of cushions in the quiet area. Children have good awareness of safety arrangements. For example, when helping to tidy away children know they must not go into the resource cupboard and leave their cleared resources by the door. Although, a daily checklist identifies most risks the potential risk of extremely hot water in the toilet facilities has not been identified.

Children's welfare is maintained through staff's good knowledge of child protection issues, such as the recording of existing injuries, the possible signs of abuse and neglect and the procedure to follow, which is clearly depicted in the informative child protection policy. Children's safety is ensured through the effective security of the premises and an appropriate collection procedure, where parents provide written information if there is a change of person collecting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and settle quickly within the group. They benefit from close relationships with their key workers to ensure they are happy and involved within the setting. Children develop independently as they are able to select activities that interest them from a good range of stimulating resources.

Children's social skills are developed well during snack time as the staff engage them in meaningful conversations to extend their literacy and communication skills. Staff deploy themselves well to meet the needs of the children guiding them through tasks and giving them clear explanations. For example, when creating a Christmas card as children are aware of the process and the purpose. Although some activities are adapted to meet the needs of the younger children this is not addressed consistently and staff would benefit from extending their knowledge of the under threes.

Nursery Education

The quality of teaching and learning is satisfactory. On the whole, staff plan a good range of experiences for the children identifying what it is intended the children will learn from the activity. However, this is not consistently applied to key worker group times where activities are random and observations are not evaluated effectively. There are some omissions in planned opportunities to sufficiently address all areas of learning, such as the regular provision of musical instruments to enable children to respond to sound with body movements and the regular provision of information and communication technology to encourage children to operate simple equipment. Children enjoy well planned themes which are relevant and interesting, such as road safety, nursery rhymes and space. The road safety topic is used well to develop mathematical knowledge as children match the numbers on their tricycles to the

appropriate parking space. Children are encouraged to stop appropriately at the red traffic light to avoid a collision.

Informative observations are made on the children's achievements which are transferred to assessment records relating to the early learning goals. Assessment records are not readily used to influence future planning and do not show progression towards the early learning goals.

Staff have good knowledge of the children and the Foundation Stage curriculum and interact well with the children in most areas of learning to extend and challenge them. For example, staff effectively challenge children, through appropriate questioning, when reading a story about a polar bear. Staff are confident to encourage children's mathematical development through daily routines, such as completing the weather chart. Numbers are observed around the room and children are keen to use numbers and counting in their self chosen activities. For example, a three-year-old counts how many silver/gold stars she has on her party hat and compares the two numbers confidently. There is good provision of mark making equipment which children are able to access independently on a daily basis. However, there is limited direction and children are not observed to be writing for a purpose, such as labelling their own creations and developing their own cards in response to making Christmas cards with a member of staff.

Children are good communicators. They are keen to share their experiences with staff which is supported well, especially during key worker group, where children explore texture when mixing cornflower gloop, and snack time, where children are encouraged to share their experiences of snow. Children enjoy books and select their favourite to share with staff in a comfortable quiet area. Some children listen attentively to the story during whole group times whilst the room is being reorganised.

Helping children make a positive contribution

The provision is good.

Children are settled and happy and enjoy their time at the Pre-School. Good relationships have been established with the friendly and approachable staff. Children have good self-esteem through staff's good interaction and support. Children's achievements are acknowledged and some of their work is displayed. There is a good range of resources to reflect the diversity in our society and some outings to local shops to encourage children to look at the wider world in which we live. For example, children are encouraged to compare the Festival of light with Christmas. Children benefit from a knowledgeable Special Educational Needs Co-ordinator (SENCO) who ensures all children are included, appropriate resources are obtained and that the premises meet the needs of the children. Children's spiritual, moral, social and cultural development is fostered well.

The partnership with parents and carers is good. Parents are provided with clear information about the setting and their child's progress through regular newsletters, a parent's notice board, annual parent's evening and daily discussions with the key worker to ensure continuity in the care and education of the children. Parents are keen to be involved in the setting through the establishment of a committee and a

well supported parent rota where parents can observe their child's progress. Children benefit from a flexible and supportive settling-in period. For example, new children are encouraged to visit with their parent who can support them through their first sessions.

Generally, children behave well. They are clear on expectations and boundaries, such as when the lights are turned off children know they must listen to the clear instructions. Older children play well together and are able to take turns and share resources competently, such as when playing board games.

Organisation

The organisation is satisfactory.

Children are supported by enthusiastic and experienced staff who work well together to promote children's enjoyment, health and safety. Staff are proactive in accessing relevant training courses to ensure children are cared for by suitably qualified adults. Induction arrangements are good as clear and informative literature is available. The registration system ensures children are closely supervised and that high ratios are maintained. However; the attendance white board is not updated when new children and parents leave the premises. Policies are relevant and well-written and underpin the group's good practice to ensure children's welfare is safeguarded. Children benefit from close relationships with their key worker to ensure that the setting meets the needs of the range of children for whom they provide.

The leadership and management of the setting is satisfactory. There is good communication between staff and the committee to ensure that children's needs are met. The committee are involved on the parent rota and are able to monitor some elements of the provision. However; monitoring does not sufficiently address planning, assessment and evaluation issues. Organisation of story time has not been sufficiently addressed as children become distracted and unfocused whilst staff are putting out additional resources. Staff work well together and are keen to share their good practices, although time restrictions at staff meetings does not utilise this effectively.

Improvements since the last inspection

At the last care inspection the Pre-School had recommendations raised concerning children who speak English as an additional language, the complaints procedure and the availability of water.

The Pre- School do not have any children attending, at present, who use English as an additional language. However, there are good procedures in place to ensure that family members are included for example, labelling around the room is in Urdu and Tagalog.

The complaints procedure has been amended to include the name of the registered body, OFSTED's address and telephone number. The poster is appropriately displayed to keep parents well informed. Children have independent access to water

throughout the session. They may also access their own drinks which are labelled appropriately.

At the last nursery education inspection the Pre-School had a point for consideration relating to children's sustained interest during large group activities. The group are using props to support children's attention when reading stories and wait for all children to be listening before they continue. However, children become distracted during story time as they are aware of staff reorganising the hall and putting out different resources which causes children to become disruptive.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to OFSTED.

There have been no complaints made to OFSTED since the last inspection.

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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):

- improve the staff's knowledge and understanding of the needs of children under three, for example through the use of the Birth to Three framework.
- further develop physical activities to encourage children to develop skills and learn new ones, especially in their large muscle development

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):

- develop planned opportunities to sufficiently address all areas of learning, especially during key worker group times, and evaluate these activities effectively to influence future learning

- improve the monitoring of the provision to ensure effective organisation during the whole group times and to ensure that key workers consistently use their observations to assess their children's progress towards the early learning goals

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