

Langton Matravers Pre School

Inspection report for early years provision

Unique Reference Number	153455
Inspection date	21 May 2008
Inspector	Bridget Copson
Setting Address	c/o St Georges First School, High Street, Langton Matravers, Swanage, Dorset, BH19 3HB
Telephone number	07969 556451
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Registered person	Langton Pre-School, Langton Matravers
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?

Langton Matravers Pre-School opened in 1980. It is situated within the grounds of St. George's First School, Langton Matravers, near Swanage, in Dorset. The pre-school is registered to care for a maximum of 20 children aged between two and under five years at any one time. The group is open each weekday during term time only, from 08.45 until 15.00, which includes a lunch club from 11:45 until 12:30. Children have use of a dedicated building with a segregated outdoor play area as well as the school grounds and hall for physical play.

There are currently 59 children aged from two to under five years on roll. Of these, 36 children receive funding for early education.

The pre-school is run by a parent committee which employs five members of staff, all of whom hold or are working towards appropriate early-years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for within a clean and hygienic environment. Staff have effective systems in place to prevent the spread of infection. For example, disinfecting surfaces with anti-bacterial cleaner, washing their hands regularly and using checklists to maintain a clean environment in most areas. Children learn about good personal hygiene through effective hand washing routines and learning about the importance of tooth brushing. They learn about healthy living throughout the seasons, such as, protecting themselves from the sun and wrapping up warm in the cold.

Children benefit from a range of nutritious snacks at break times, such as, fresh fruits and savoury crackers with drinks of milk or water. They have access to drinking water at all times to ensure they do not get thirsty. Children bring in their own lunches according to parents' wishes. The staff promote healthy eating through providing parents with information on healthy lunch boxes and engaging children in activities and discussions on healthy foods. Children's physical development and fitness is promoted well. They benefit from free-flow activities which provide fresh air and exercise throughout most of the sessions. They also use the school playground and hall which also provide different environments for physical and energetic play. All activities are suitable to meet the developmental needs of all ages attending.

Children's health is further promoted through the records kept. This ensures dietary needs are met and records of any accidents and medication are signed by parents for consistency of care. All staff hold appropriate first aid certificates and a first aid kit is kept on the premises to support staff well in caring for children in the event of an accident.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and secure in all areas of the provision. Safety measures are in place to protect them indoors, playing outside and on outings. Children learn about safety well through topics and staff guidance which provide them with information on safe play. They learn about road safety through using colour changing traffic lights with their bikes in the playground and managing roads on walks in the village. They also practise the fire drills regularly.

Children are cared for within well-maintained premises which are organised into separate areas of play. Good staff deployment and safety measures ensure children can move about freely and safely according to their interests. They access a range of age appropriate play provision, craft tools and resources from the low level units, drawers and toy boxes around the play room. This promotes their independent play and learning.

Children's welfare is safeguarded effectively. Staff have good systems in place to protect them. For example, keeping written records of all visitors and adults authorised to collect children. They also keep accurate attendance registers for staff and children and confidential records of any existing injuries. Staff are all aware of their roles and responsibilities regarding child protection and have attended training courses to support them in protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children's learning and development is planned well and according to the Birth to three matters framework. Staff actively identify and plan their next steps of learning and use the information to form all future planned activities and to ensure challenges are meaningful. However, their progress is monitored by key workers using the Foundation Stage curriculum, which does not ensure they are being encouraged to develop to their full potential in areas appropriate to their stage of development.

Children are happy and settled and show a good sense of well-being within the pre-school. They communicate their needs and feelings with confidence and enjoy sharing news and joining in stories and role play. The free-flow system allows children to choose activities which they enjoy and which will help them to settle in quickly, such as quiet story time indoors or joining in physical play outside. They are developing good independence through helping actively and taking on areas of responsibility in the group and learning self-care skills.

Nursery education

The quality of teaching and learning is good. Children's learning is promoted well by staff who have a good knowledge of the Foundation Stage curriculum and are clear of what they intend children to learn. They use planned activities linked to changing themes and everyday resources to provide children with experiences in all areas of their development. There is an emphasis on child-led learning which is promoted through the free-flow system. In addition, staff interact in children's play to broaden their experiences and to ask lots of open-ended questions to encourage them to think and problem solve.

Children's progress is monitored by key workers who observe them at play and record their achievements in assessment profile forms. However, this information is not used to then plan each child's next steps of learning or linked to future planning to further promote all areas of their development.

Children are active and interested learners. They explore new experiences with excitement and focus well on their chosen activities. They are developing good independence through managing self-care skills and activities to help prepare them for school. Children are confident communicators and enjoy sharing their knowledge and contributing to discussions. However, some children do not listen well and lose interest or distract others from benefiting from the activity. Children enjoy challenges and use their initiative to solve practical problems. For example, finding out how they can fit their chair around the crowded table, or what they need to do to make their sand castle higher. Children mark make for different reasons in many different areas of their play, such as, in role play environments, in creative play and spontaneously to extend their imaginative play.

Children are developing a good understanding of numbers, shape and size. They count aloud spontaneously as well as with adults and use good resources to learn about problem solving, counting, sequencing, sorting and grouping objects. They carry out practical experiments to find out why things happen, such as, making an erupting volcano. They explore growth and change through planting flowers, herbs and vegetables in the garden and use the school flower beds to seek out bugs and spiders. Children are developing a good understanding of time and place. For example, they share aspects of home life in the group, walk to places in the village, re-call past events and look at changes in the environment throughout the seasons.

Children run energetically and use a good range of small and large scale equipment in the different play areas. They also join in music and movement activities and agility sessions. This all promotes their physical development, control and co-ordination. They use different one-handed tools to develop their hand-eye co-ordination, which they find freely around the play room. Children use their imaginations well in many types of play. For example, free-expression creative play, adult led craft activities, model making with constructional sets and role playing in different environments. Staff encourage children to move resources around all areas of the setting, regardless of any mess they make, to extend their imaginative play.

Helping children make a positive contribution

The provision is good.

Children demonstrate a good sense of belonging. For example, they see a positive reflection of themselves in the group, contribute to show and tell, take turns as helper and have their own special events celebrated. Their individual needs are met well through the good communication staff have with parents, records and well-deployed staff to provide close support and to meet children's spontaneous requests. The setting has a designated special educational needs co-ordinator to support any additional needs for children in their care.

Children behave well and are developing positive attitudes. They discuss kind behaviour with staff regularly, have made a 'helping hands and kind words' display which shows children's thoughts on positive things to say and do. Staff allow children to address small squabbles among themselves, but step in to provide support and discussion when necessary. They act as good role models and provide lots of encouragement and praise. They also use stickers and certificates to reward children and to further raise their self-esteem.

Children's spiritual, moral, social and cultural development is fostered.

Staff have established good partnerships with parents to ensure children are cared for consistently and according to their wishes. Parents are provided with a comprehensive information prospectus and complete records to support staff in meeting their child's needs. Parents are kept well-informed through information displayed in many areas, staff and committee photo boards and newsletters each half term. In addition, staff and parents communicate well at the start and end of each session.

Partnership with parents and carers is good. Parents are provided with good opportunities to get involved in their child's learning. For example, planning is displayed and newsletters inform parents of forthcoming themes and how to contribute and get involved. Also, questionnaires provide parents with the opportunity to feedback their thoughts on the quality of care and education. The group is developing a system to provide parents with the opportunity to contribute information of their child's starting points on admission to support staff in forming early assessments.

Organisation

The organisation is good.

Children are cared for by an established team of staff who all attend core training courses and workshops to update their knowledge and skills. This supports them in their individual roles and in meeting children's needs. The setting has robust recruitment and vetting procedures in place to ensure all staff are suitable to care for children. All staff have professional portfolios which provide information on their qualifications, induction, appraisals and training programme.

This ensures staff's on-going suitability is well-monitored and supported. Children's records and related documentation is kept up to date and stored securely to maintain confidentiality.

Children benefit from a well-planned environment in which staff are deployed effectively to allow them to play and move about freely and safely. Staff are warm and caring and work together efficiently and enthusiastically to meet children's care needs, maintain a safe and secure environment and to support them well. The setting has systems in place to monitor the quality of care in most areas of the provision, to improve standards for children.

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

Leadership and management is good. Staff have good systems in place to monitor the quality of nursery education and its strengths and weaknesses. For example, weekly evaluations of planned activities, regular staff meetings, appraisals and meetings with the local authority. However, systems do not ensure children's next steps of learning are planned individually. The setting shows a commitment to improvement by responding positively to all recommendations made by external agencies. Staff have established close links with the school, which most children attend, to support them with their transition through school. For example, sharing school resources and facilities and attending sessions in the reception class each week.

Improvements since the last inspection

At the last inspection, actions were set requiring the setting to obtain written permission from parents before administering medication to children, at all times and to develop a procedure in the event of a child being lost or not collected. The setting were required to develop and implement clear recruitment and vetting procedures for checking that staff looking after children are suitable to do so. Also, to ensure that Ofsted are notified of significant events or changes within the pre-school, and to make sure the register clearly evidences the actual hours of children's attendance.

The setting uses individual medication forms to obtain written permission from parents before administering medication to children. This ensures their health and medical needs are met consistently. The setting has developed a procedure in the event of a child being lost or not collected to further promote standards of safety for children. The setting has developed and implemented clear recruitment and vetting procedures which ensures all staff looking after children are suitable to do so. The setting has systems in place to ensure Ofsted are notified of significant events or changes within the pre-school, and children's actual times of attendance are recorded in the daily registers to further safeguard their welfare.

Nursery Education

At the last inspection, the setting agreed to improve organisation of group activities to make sure that more able children are provided with consistent and sufficient challenges, to help them build on their existing skills. The setting agreed to extend opportunities to share children's progress records with parents so they are kept fully informed about their child's development, and consider ways to actively involve parents in their child's learning. Also, to review organisation of resources so children can independently access a greater range of mark making tools and materials.

The setting has improve organisation of group activities through dividing children if necessary to provide realistic challenges and to meet children's interests. Parents are provided with their child's assessment folders each term to allow them to monitor their progress. In addition, they

are provided with regular information on each term's planning and themes and how to get involved. Staff have provided additional low level storage units and trays around the setting. As a result, children independently access a good range of play provision, tools and materials to promote independent play and learning.

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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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):

- develop an appropriate system for monitoring and assessing younger children's progress.

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):

- ensure children's next steps of learning are planned to provide meaningful challenges in all areas 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