



Andy Pandy Pre-School

Inspection report for early years provision

Unique Reference Number	511534
Inspection date	17 October 2006
Inspector	Coral Hales
Setting Address	Community Centre, Westlands Grove, Fareham, Hampshire, PO16 9AD
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Registered person	Sandie Thomas and Beverly Wilson
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 good.

WHAT SORT OF SETTING IS IT?

Andy Pandy Pre-school opened in the 1970s and is located on the top floor of the Portchester Community Centre, which is in a residential area of Fareham. A maximum of 48 children may attend the pre-school at any one time. The group is open each morning during term time from 09:15 to 12:00 and three afternoon sessions from 12:45 to 15:15.

There are currently 45 children aged from two-years-nine-months to five years on roll. Of these, 19 receive funding for early education. Children come from the local surrounding areas. The pre-school currently supports children with learning difficulties and children who speak English as an additional language.

The pre-school employs five members of staff. Of these three hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for within a generally clean environment and suitable systems are in place to prevent the spread of infection. Their health is effectively promoted as the staff encourage children to begin to take responsibility for meeting their own needs. For example, the children use the small sink in the playroom to wash their hands after messy play and before snack.

Children choose from a nutritious choice of snacks to promote healthy eating habits. They enjoy a range of fruits, yoghurts and vegetables for snack and these comply with their dietary and religious needs. Children are offered regular drinks of water, which they can access for themselves to ensure they do not get thirsty. Milk and water is provided at snack time. The children are learning about healthy living through a range of suitable activities that develop their understanding of what foods are good for them and how they are grown.

Children's health and physical development is promoted well through use of play provision and activities. For example, they enjoy using an indoor climbing frame and dancing to music as well as using the parachute and wheeled toys. This enables the children to develop their confidence on a wide range of equipment that provides challenge. They regularly go out for walks around the local area and use the play park which helps them to acquire new physical skills and control over their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in premises that are generally safe, secure and suitable for their purpose. This is because staff ensure that the environment is well organised to offer the children adequate access to a good range of facilities that successfully promote children's development. Safety measures are in place to protect the children, for example, the doors are alarmed, cupboards are kept locked and they are well supervised at all times. Staff conduct daily visual checks of all areas used by the children and a written risk assessment is maintained. Children learn about keeping themselves safe through practical activities and staff guidance. For example, as they leave the premises to go for a walk they learn to manage steps, go through doors and walk around in pairs as instructed by the staff.

The children use a wide range of equipment that is suitable and safe. They are of suitable design and condition and are well-maintained. They can freely access what is set out which enables them to develop their own play ideas within a safe environment.

The children are well protected from harm because staff have appropriate systems in place to safeguard their welfare, for example, full contact details, records of visitors and close supervision. Staff are aware of their roles and responsibilities regarding child protection issues and procedures and some staff have attended training to support them in protecting the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, enjoy coming to pre-school and have a positive attitude to learning. They are confident and play well on their own and with others. Children show good levels of independence, curiosity and concentration. They enjoy a good range of activities and play provision to support all areas of their development. For example, lots of different activities are set out including construction kits, games and puzzles, role play resources and small world sets. Children's interest, involvement and learning are promoted by the adults' consistent and positive interactions.

Nursery Education

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and this has enabled them to further develop their knowledge. They use this knowledge well to encourage children's interest and help them to learn and progress. Staff plan within the Foundation Stage curriculum with activities linked to themes and learning intentions are clearly identified. However, it is not always clear how this learning will be achieved. Staff have also started to make connections to the Birth to three matters framework to ensure that the younger children's development is also correctly planned. Observations and assessments are made on children's learning and these are beginning to work effectively. Activities are evaluated to ensure learning outcomes are achieved. Staff use a good variety of teaching skills to motivate and interest the children. They give simple and clear instructions to the children, however, children find some of the adult led activities too advanced and lose interest. All children including those with special needs and those who have English as their second language are effectively supported to take part in all activities.

Children use simple language to describe their play and what they are doing, for example, when cooking in the role play area. They learn new words as they plant pansies, such as 'weeding' and 'planting' and discuss events special to their own lives including information about their families. Children enjoy stories as a group and use books well, however, the book area does not effectively promote children's interest in books. They select home books to share with their parents and these are changed weekly. Early writing skills are promoted, however, they have little opportunity to make marks or to write for a reason during their imaginative play. Children are developing their mathematical skills through a range of enjoyable activities, for example, as they play games or as they count the children sitting down for snack. They use numbers regularly in their play and count spontaneously and begin to understand the concept of more or less. Children successfully investigate and observe as they, for example, grow flowers and watch stick insects hatch. They go out for walks around the park to observe the changing seasons and collect fallen leaves for printing. Children use everyday technology regularly and are becoming skilled when using the computer as they create pictures and then watch with interest as they are printed out. They begin to learn about their own local community as they take part in the annual carnival parade. They celebrate festivals, such as Chinese New Year and Trafalgar Day, and take part in activities that teach them about customs from around the world. Children are able to express their creativity in different ways. For example, they enjoy dance activities and action songs. They have some opportunities to use musical instruments and use their imagination in different role play situations. Different creative activities are provided for

children that encourage them to explore with their senses and use colour, texture, space and form. Children's artwork is attractively displayed around the room. They use a wide range of equipment, such as scissors, glue sticks, balls, wheeled toys, and climbing equipment to develop their physical skills. They move confidently and with control as they play musical games.

Helping children make a positive contribution

The provision is good.

Children with learning difficulties are supported throughout the pre-school. The special needs co-ordinator (Senco) works closely with the children and their families and is advised by the co-ordinator from the local authority. All children are treated with respect and their individual needs are met through individual education plans. Children behave well. They are polite, helpful and respond well to simple instructions given by staff. Spiritual, moral, social and cultural development is fostered. Staff use positive language to develop children's self-esteem and to help them to develop patterns of good behaviour. Staff are calm and consistent and praise and encourage the children frequently and children follow their example.

The partnership with parents is good. Children's individual needs are met because staff work effectively with parents and carers to develop close partnerships so that all children achieve their full potential. Good quality written information which includes details about the educational curriculum is made available to parents when children first start. They are informed through the setting's complaints procedure how they can express any concerns, however, this has not been fully updated in line with new guidance. Children benefit from the strong partnership between the setting and their parents and carers who act together and give consistent messages. Children's progress is regularly shared with parents and they speak positively about the pre-school, the staff and their children's achievements.

Organisation

The organisation is good.

The pre-school offers a warm and welcoming environment where children are happy and settled. Children's care is further enhanced by the effective organisation of space, resources and staff. Most documentation is in place and regularly reviewed to ensure that requirements are met and there is a detailed operational plan in place to ensure the smooth running of the group.

The leadership and management of the setting is good. The experienced team work well together and clear channels of communication are in place and this effectively ensures the smooth running of the pre-school. Staff are committed to continuous improvement and development and reflect, monitor and improve the quality of their care and education. The setting has effective systems in place to ensure all staff are suitable to work with children. For example, full staff checks are undertaken and new staff receive an induction. Staff's ongoing suitability is monitored effectively to ensure training needs are met. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection issues were raised relating to documentation and hygiene. The staff were required to: effectively maintain the daily register, the visitors book and the fire log records. They were also required to ensure that parents gave written consent for medical emergency treatment/advice, and to add an uncollected child policy to their operational plan. All documentation has been updated as required and this ensures that children's welfare and safety is maintained. Staff were required to improve children's access to clean water and towels for hand washing. This has been fully addressed and a portable working sink is now used and this has significantly improved children's independence and knowledge of appropriate hygiene routines.

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):

- develop staffs knowledge about the new complaints requirements and ensure all correct procedures are followed

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 have opportunities throughout all areas of play to develop their simple writing skills (with reference to role-play). Effectively promote children's interest in books to support and extend their learning
- ensure that adult initiated activities are suited to the abilities of the children and allow them sufficient freedom to develop their own ideas (with ref to more structured 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