



Penguin Naval Under 5's Pre-School

Inspection report for early years provision

Unique Reference Number	507833
Inspection date	15 January 2007
Inspector	Coral Hales
Setting Address	7 Sibland Close, Fareham, Hampshire, PO14 3BA
Telephone number	01329 510055
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Registered person	Naval Under Fives
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?

Penguin Pre-School is part of a group of six pre-schools and two baby units run by the Naval Under Fives Organisation. It opened in 1985 and operates from an end of terrace Naval property in Fareham, Hampshire. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45 and 12:30 to 15:00 in term time only. All children share access to a secure outdoor play area.

There are currently 28 children aged from two to under five years on roll. Of these, 21 children receive funding for early education. It is the group's policy to only offer sessions to children once they reach the age of two-years-nine-months. It is the admissions policy of the Naval Under Fives Organisation to give priority to children of Service personnel, any places not allocated in this way are offered to children from civilian families. Children with special

educational needs or those who speak English as an additional language are appropriately supported.

The pre-school employs four members of staff. All hold appropriate early years qualifications and two are working towards further qualifications. The group has a close working relationship with the local primary school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well-planned activities to develop their knowledge such as practising washing their hands and how to use a nail brush. Daily routines for example, washing their hands after toileting, help them to be increasingly independent in their personal care. Children stay healthy because staff follow good health and hygiene policies and procedures throughout daily routines. For example, staff take care to prevent the spread of any infection when serving food and when changing children. Younger children have an understanding and awareness of suitable hygiene routines as staff act as good role models. Children's welfare is safeguarded because staff have up-to-date first aid knowledge in the event of any incidents or accidents. Appropriate procedures are in place if children are unwell and consent for emergency treatment/advice is maintained.

Children are appropriately nourished. Their dietary needs are well met, as clear systems are in place to ensure staff are aware of their needs. Children have daily opportunities to make healthy choices, as they choose their drinks and select from a variety of fresh fruit, cereals and a variety of breads. They have some understanding of healthy eating although opportunities to promote this learning are missed. Water is available to all children who can access it independently during the session.

Children enjoy good opportunities to experience physical activity and develop their skills. They have regular outdoor play and exercise in the garden and use a good variety of outdoor equipment. This enables them to climb and balance and develop ball skills. Children develop confidence in their physical abilities as they use the soft play shapes and the ball pit in a dedicated play area. They develop an awareness of space as they routinely take part in action and dance songs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in premises that are safe, secure and suitable. They experience a well presented, light and airy environment which provides them with warm and comfortable accommodation for their care and play. Children's risk of accidental injury is minimised because good safety precautions are in place. For example, the front door is alarmed and gates are used effectively throughout the premises to keep children safe. Fire drills are completed regularly to ensure procedures are well practised by children and staff. Risk assessments are in place,

however these are tick sheets and do not effectively identify any potential hazards, for example, monitoring the temperature of the radiators.

Children use a wide range of equipment that is suitable and safe, they are in good condition and are well-maintained. They are suitably stored to allow children easy access that enables them to investigate and explore their surroundings and develop their play safely within a secure environment. They begin to understand there are rules and boundaries that keep them safe.

Children are well protected from harm because staff have a good understanding of their role in child protection and are able to put appropriate procedures into practice. The setting has written policies and staff regularly attend training to update their knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the pre-school and are happy and confident. They are motivated to learn through interesting activities. Children are developing their self-esteem, ask questions and respond to new challenges and tasks. They are developing a good range of knowledge and skills because suitable activities and play opportunities are planned to help them achieve. Staff use the Birth to three matters framework to help them plan for the younger children who are developing their communication skills well. Children develop their independence as they play and are able to access resources for themselves and initiate their own play.

Nursery Education

The quality of teaching and learning is good. Staff have a sound understanding of the Foundation Stage curriculum. They receive help and support from the local authority mentor teachers and advisors which enables them to develop and improve their knowledge and understanding about children's learning. Staff stimulate and encourage children's interest in learning to help them make good progress. Staff work really well together as a team and offer each other good support and use effective teaching methods to offer a generally balanced range of activities across the six areas of learning. Staff are beginning to offer challenge although routine activities often prevent children from having their learning extended. Planning is detailed and clearly shows learning intentions linked to the stepping stones. These are evaluated and used to inform future planning for children's next learning steps. Planning is flexible and allows for children's own ideas to be followed and at the beginning of a session they help to choose toys and equipment to be used. Assessments of the children's learning are completed for each child and these clearly show progress and are regularly shared with parents.

Children play happily together and offer to help each other as they play. For example, they give each other containers as they play in the water and offer to choose a book as they sit in the book corner. They are independent and settled and know that their special toy is safe in the 'Treasure box' should they need any reassurance and comfort. Children are confident speaker and use a good vocabulary to express and negotiate imaginative ideas within the role-play areas. They are introduced to new words such as 'Alien' and 'Spaceships' and 'Rockets' as they work on the topic of space and quickly use these new words. Most children recognise their names which they display on the wall as they arrive. These cards are used several times

during the session but very little time is spent on recognising or sounding individual letters to extend children's learning. Children really enjoy the story of the 'Snappy Lion' and join in when asked with enthusiasm. They look at books in small groups and make up or retell stories to each other. Children sit at the writing table and make marks, colour and begin to understand that print carries meaning. However resources in this area are limited. Some children write letters and others are beginning to write their names.

Children begin to see connections in numbers, shapes and measure. For example, they make models out of tubes and boxes and discuss which one is bigger or smaller, count the boxes and decide which shapes they have used. Children count spontaneously during play, listen to stories and count together as a group. Routine activities are not always used effectively to promote children's understanding of more/less. For example, at snack time little child interaction takes place, they do not give out cups or the snack and food is prepared in the kitchen. Children begin to solve practical problems when playing together in groups using construction sets to build, for example, spaceships. Children have developing ability to use simple information technology, including programmable toys and they enjoy using the computer, which is used well to support their learning in other areas. Children have a sense of place within their local community and develop awareness of other people's lifestyles and cultures through well planned topics. For example, they have opportunities to learn about Hanukah, Thanksgiving and Trafalgar day. Children learn about people who help us and enjoy listening to the Dental Hygienist when she visits to show them how to clean their teeth correctly. They learn about the recent past as they look at pictures of themselves as babies and look at differences and similarities as they take part in the 'All about me' topic.

Children experience a range of activities to stimulate all their senses for example, they search for shells in the sand, play in water and create using different coloured play dough. They are able to express their creativity in different ways. They have opportunities to experience a range of craft activities for example, they paint shapes to make into rockets, use glue and glitter to decorate stars for their display and create self portraits using paper plates and a selection of resources to add features. Children really enjoy singing favourite songs which they do with enthusiasm and they take part in regular music and movement sessions. For example, the song 'I like to ride my Bicycle' is popular with staff and children. They experience different types of music, for example Indian music plays as they tidy up. They use a variety of small world toys and construction toys, for example, to build space ships for their aliens and show good levels of imagination and discuss their ideas with staff. Children have a positive attitude towards physical exercise and are always keen to take part either in the garden or in the soft-play room. They begin to understand that it helps to keep them healthy and they have a good control of their bodies as they for example, throw and catch balls and as they balance and jump into the ball pond and build and climb using the large soft shapes. Children have an awareness of space as they move around the building and as they play together using equipment. They use a varied range of equipment to encourage their fine motor skills. For example, they handle tools such as scissors, paint brushes and glue sticks and use puzzles and threading and sewing kits.

Helping children make a positive contribution

The provision is good.

Children are made welcome and are respected as individuals; they select from the resources and play materials and make independent choices in their play. Children engage in activities that develop their awareness of people from the wider community, for example they experience festivals, such as Hanukah and Thanksgiving. They learn about the more immediate community through discussion and outings to the local school. Children's individual needs are well met because staff work closely with parents to develop close partnerships so that all children achieve their full potential. Currently there are no children with special needs or children who speak English as an additional language attending the pre-school. Staff have however had past experience and ensure that they work closely with parents and other professionals.

Children understand responsible behaviour and learn about boundaries because staff are able to manage a wide range of children's behaviour. Children begin to distinguish right from wrong and form positive relationships with their peers and with the staff. They are polite and well behaved in response to staff who act as good role models. Children take turns and begin to show concern for others and their spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children benefit from the positive relationships that staff have with parents. Effective methods of daily communication strengthens links between home and pre-school and gives children continuity in their care. Parents are provided with information about the Foundation Stage curriculum and plans and topics are displayed on the notice board. Parents are informed through the nursery's complaints procedure how they can express any concerns they have. A log of complaints to reflect new regulations is maintained. The younger children are developing their confidence and are secure emotionally enabling them to express their needs.

Organisation

The organisation is good.

Children benefit from the effective organisation of resources both indoors and outdoors and they are able to make choices and develop their ideas as they play. Staff are effectively deployed and children have some individual attention which supports their learning. Children are supported well during activities and allowed the time and space to initiate their own learning. Children are well cared for by suitably qualified and experienced staff. Appropriate systems are in place for keeping records to ensure children's well-being and to promote the safe running of the pre-school. All documentation is made available for inspection.

Leadership and management is good. The management and staff work well with the providers for the continued improvement to the quality of care and education for the children. Systems are monitored and evaluated for their effectiveness to assess the strengths and weaknesses of the provision. The provider is actively involved with the pre-school, monitoring and supporting staff and carrying out reviews and appraisals. There are effective systems in place and staff are clear about their roles within the pre-school and their training needs are identified. This ensures that their professional development is effectively promoted. Staff have a good understanding of the Foundation Stage and have implemented the Birth to three matters framework, which

gives children under three years experience of a suitable programme of activities and experiences, with planning linked to their stages of development. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The last care inspection recommended that the staff review and update their child protection policy with regard to allegations against staff; ensure all injuries are correctly noted; ensure that daily registers show when children arrive late or leave early. All issues have been addressed and this ensures that children's care and welfare is now well promoted and staff have a better understanding of all child protection issues.

The last education inspection identified that children should be given opportunities to use their initiative when developing their play and be allowed to have time to complete their chosen tasks. Routines and organisation of the resources has changed and children are now able to select and complete their chosen tasks. This has developed their independence and concentration.

Complaints since the last inspection

Since 1 April 2004 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- ensure children have opportunities to increase their knowledge of healthy foods to enable them to develop a better understanding of a healthy diet and lifestyle
- further develop the current risk assessment to ensure they detail any hazards, for example, the radiator becoming too hot to touch

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):

- enable children to develop their independence skills (with regard to snack time routines) and promote and develop their mathematical skills during all daily routines
- further develop children's understanding of letter shapes and sounds and ensure that this learning is extended as required.

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