



Inkspots

Inspection report for early years provision

Unique Reference Number EY314237
Inspection date 27 April 2006
Inspector Sheila Collins

Setting Address Inkpen Primary School, Weavers Lane, Inkpen, Hungerford,
Berkshire, RG17 9QE
Telephone number 01488 668219
E-mail office.inkpen@westberks.org
Registered person Inkspots Management Committee
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?

Inkspots was registered in 2005. It operates from the Inkpen Primary School, which is situated in the village of Inkpen in West Berkshire. Inkspots have use of a classroom, the school and the Foundation Stage room, as well as the school's outside play areas and garden. The provision opens weekdays between 09:00 and 13:00 during the school terms.

A maximum of 16 children may attend the provision at any one time. There are

currently 7 children on roll. Of these, 6 children receive funding for nursery education. Currently, there are no children attending with special educational needs or who speak English as an additional language.

Three members of staff work with the children. Two hold appropriate early years qualifications and

the third is working towards a level three qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn how to keep themselves healthy through the daily routines and hygiene practices. They are independent in their self-care skills. They know to wash their hands before lunch, after toileting and outdoor activities such as gardening.

Staff have good knowledge of each child's medical and dietary needs, so promote the children's wellbeing and health. Staff have training in first aid and know the procedures to follow if a child is unwell. Supporting documentation, such as accident records are in place, which ensures that parents are fully aware of accidents that have happened to their child.

Children bring their snacks and lunch from home. They have access to drinks of water and ask for drinks when they have been active, for example after using the fixed apparatus. Lunch is a social occasion where children learn to develop their independence skills by opening up own boxes and selecting food. However, overcrowding at the table means that not all children have enough space.

Children enjoy being outside in the fresh air and regularly play outside. All children appreciate being outside in the little garden and enthusiastically dig in the sand, brush up the leaves and use apparatus such as bats and balls. They relish large physical play outdoors using the fixed apparatus confidently. They confidently climb, swing from the bars, balance on the swaying bridge and slide down the slide and fire-fighter's pole with obvious enjoyment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are clean, well maintained and welcoming for the children. Staff undertake daily informal safety checks, which ensures that the areas used by the children are safe. Children know the rules in place for keeping themselves safe, for example, not running indoors and lining up quickly and quietly. Staff give the children reminders about safety issues and are vigilant in their supervision of the children, especially when outside. Children take part in evacuation practises each term, which ensures that they are familiar with the procedure.

Children move easily and safely around the environment. They choose age and stage appropriate resources and activities. They have a good range to choose from and reach these easily from the low-level shelving units in the classroom and from those laid out for them within the hall.

Staff's clear understanding of the procedures to follow if they have concerns about a child, ensures that the children's welfare is safe guarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy learning and respond positively to new experiences. They benefit from the consistent routine, which enables them to identify different times in the day, so making them feel settled. The staff know each child's individual stage of development and learning and encourage them to progress at their own pace. They encourage and extend the children's learning by asking questions and using assessments, particularly when working individually with the children.

The children enter the setting confidently and settle well to activities. The staff greet the children by name when they arrive, which makes them feel important and valued. The children independently select the toys and resources they wish to use during free choice time. They know that they can ask the staff for support if they need it.

Nursery Education.

The quality of teaching and learning is good. The children are interested and motivated to learn. The children are becoming independent, for example in selecting resources and with their self-care skills.

Children initiate conversations and talk confidently with others. They use language well to communicate their thoughts, feelings and to express themselves. They are learning about different letters and sounds through activities, such as the letters of the week, using matching exercises and games. They have some opportunities to see their names in print. The children enjoy mark making using different tools such as painting, drawing and colouring with crayons. They have opportunities to practise emergent writing, for example when writing their names on the white board.

The children count confidently for instance when taking part in group time confirming how many children are at the session. They use a good range of mathematical language appropriately, for example, when playing in the sand pouring and using different shaped and sized containers. They count, estimate and problem solve for example when planting seeds in the garden.

The children have opportunities to engage in physical activities daily, which they enjoy such as outside play. They enjoy practical experiences such as digging and sweeping in the garden. They have good opportunities for climbing, balancing, swinging and sliding when using the fixed apparatus. They use a range of small equipment and materials to aid their physical development. They confidently pour, build, cut and use a range of small equipment such as pipettes, pencils, scissors and

paintbrushes competently and with dexterity.

The children enjoy exploring and investigating. They enthusiastically make 'potions' using different 'ingredients and watching how they act together. They are engrossed in the gardening project and know what they need to plant the plants and seeds and how to care for them, successfully. They learn about the world around them and discuss daily the weather, the date and month of the year. They talk about the recycling project and are keen to know about the environment. They have some opportunities to use everyday technology and programmable materials to support their learning.

The children have access to materials to help them use their imagination freely in a variety of ways, for example, dressing up clothes, puppets, art and craft materials, musical instruments and small world play. They enjoy imaginative play and during outside play, pretend to drive cars and be gardeners. They enjoy art activities and using different mediums such as painting, colouring and using construction toys such as Duplo.

The staff positively support the children's play and learning. They know each child's individual stage of development. Staff assess the children effectively and know their abilities very well. They encourage and extend the children's learning by asking questions and using observations. The staff are secure in their knowledge of the early learning goals and how children learn. An effective curriculum is in place, which gives children a wide range of experiences. The planning is done by the Foundation Stage/ year 1 teacher covering all aspects of the early learning goals. Record keeping is good, regularly and accurately recorded and gives a clear indication of each child's progress and the next steps for their learning.

Helping children make a positive contribution

The provision is good.

Children have positive relationships with the staff and other children. Staff meet and greet the children and parents individually which gives them a sense of belonging. The children know the rules in place for their safety, for example, walking in the hall and generally behave well. Staff are calm and consistent in their approach to managing behaviour. The staff know the children's individual needs and support the children well. They use praise and encouragement of the children's efforts and achievements, which builds on the children's self-esteem and self-confidence.

Children have access to a good range of resources that reflect positive images of different cultures and abilities, which increases their understanding of the diversity of society. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff and parents exchange information at the beginning and end of sessions and meet regularly to discuss their child's progress. Parents receive comprehensive information about the setting and the Foundation Stage curriculum.

Organisation

The organisation is good.

The leadership and management is good. Children benefit from the good organisation of the setting. Staff work extremely well together as a team and with the school. The staff demonstrate very good knowledge of the early learning goals and child development, so enabling them to meet each child's individual needs.

There is a good procedure in place for the recruiting and the checking of staff, which safeguards the children. Staff follow the detailed and comprehensive policies and procedures which are in place and are known to parents. A formal complaints record has not yet been implemented.

The staff work hard to set up a suitable care and learning environment daily within the hall. All clearly understand their roles and responsibilities before, during and after sessions, working together to organise the indoor and outdoor activities effectively.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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 those made to Ofsted.

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 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):

- review the arrangements in place at lunch time
- implement a system to formally record any complaints which may be made to the provision

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):

- extend the opportunities for children to see their names in print on a daily basis
- extend the opportunities for children to use everyday technology and programmable toys to support their learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk